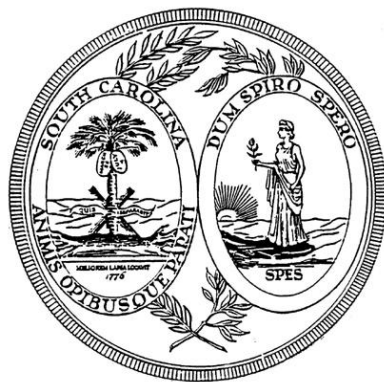


# South Carolina Academic Standards and Performance Indicators for Science 2014



**Instructional Unit Resource**

**2<sup>nd</sup> Grade**

# ***South Carolina Academic Standards and Performance Indicators for Science 2014***

## ***Second Grade Science Instructional Unit Resource***

As support for implementing the *South Carolina Academic Standards and Performance Indicators for Science 2014*, the standards for Second Grade have been grouped into possible units. In the Overview of Units below, the titles for those possible units are listed in columns. Refer to the Overview document to note these unit titles and how Standards, Conceptual Understandings, Performance Indicators, Science and Engineering Practices, and Crosscutting Concepts align. Following the Overview of Units, an Instructional Unit document is provided that delivers guidance and possible resources in teaching our new *South Carolina Academic Standards and Performance Indicators for Science 2014*. The purpose of this document is to provide guidance as to how all the standards in this grade may be grouped into units and how those units might look. Since this document is merely guidance, districts should implement the standards in a manner that addresses the district curriculum and the needs of students. This document is a living document and instructional leaders from around the state will continuously update and expand these resource documents. These documents will be released throughout the 2016-2017 school year with the intentionality of staying ahead of instruction. Teachers should also note that links to the Standards document, A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, the SEP Support Document, and the Support Document 2.0 are embedded throughout the Instructional Unit format for reference.

### **Acknowledgments**

Jean Baptiste Massieu, famous deaf educator, made a statement that is now considered a French proverb. “Gratitude is the memory of the heart. Indeed, appreciation comes when you feel grateful from the depths of your heart. The head keeps an account of all the benefits you received and gave. But the heart records the feelings of appreciation, humility, and generosity that one feels when someone showers you with kindness.” It is with sincere appreciation that we humbly acknowledge the dedication, hard work and generosity of time provided by teachers and instructional leaders across the state that have made and are continuing to make the Instructional Unit Resources possible.

## Grade 2 Overview of Units

Unit 1	Unit 2		Unit 3	Unit 4	
EARTH SCIENCE: WEATHER	PHYSICAL SCIENCE: SOLIDS AND LIQUIDS		PHYSICAL SCIENCE: EXPLORING PUSHES AND PULLS	LIFE SCIENCE: ANIMALS AND THEIR ENVIRONMENT	
Standard	Standard		Standard	Standard.	
2.E.2	2.P.3		2.P.4	2.L.5	
Conceptual Understanding	Conceptual Understanding		Conceptual Understanding	Conceptual Understanding	
2.E.2A	2.P.3A	2.P.3B	2.P.4A	2.L.5A	2.L.5B
Performance Indicators	Performance Indicators		Performance Indicators	Performance Indicators	
2.E.2A.1 2.E.2A.2 2.E.2A.3 2.E.2A.4	2.P.3A.1 2.P.3A.2 2.P.3A.3 2.P.3A.4	2.P.3B.1 2.P.3B.2 2.P.3B.3	2.P.4A.1 2.P.4A.2 2.P.4A.3 2.P.4A.4 2.P.4A.5	2.L.5A.1 2.L.5A.2 2.L.5A.3	2.L.5B.1 2.L.5B.2 2.L.5B.3 2.L.5B.4
*Science and Engineering Practices	*Science and Engineering Practices		*Science and Engineering Practices	*Science and Engineering Practices	
2.S.1A.2 2.S.1A.4 2.S.1A.8	2.S.1A.2 2.S.1A.3 2.S.1A.4 2.S.1A.7 2.S.1A.8		2.S.1A.2 2.S.1A.3 2.S.1A.4 2.S.1B.1	2.S.1A.2 2.S.1A.3 2.S.1A.4 2.S.1A.6 2.S.1A.7 2.S.1A.8	
*CrossCutting Concepts	*CrossCutting Concepts		*CrossCutting Concepts	*CrossCutting Concepts	
1, 2, 3, 7	1, 2, 5, 6		2, 3, 5, 7	1, 2, 4, 6, 7	

*\*Teachers have the discretion to enhance the selected SEPs and CCCs.*

## Unit Title

Life Science: Animals and their Environments

## Standard

[http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/South\\_Carolina\\_Academic\\_Standards\\_and\\_Performance\\_Indicators\\_for\\_Science\\_2014.pdf](http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/South_Carolina_Academic_Standards_and_Performance_Indicators_for_Science_2014.pdf)

2.L.5 The student will demonstrate an understanding of how the structures of animals help them survive and grow in their environments.

## Conceptual Understanding

2.L.5A. There are many different groups of animals. One way to group animals is by using their physical characteristics. Animals have basic needs that provide for energy, growth, reproduction, and protection. Animals have predictable characteristics at different stages of development.

## New Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to understand and do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. A great time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. These terms are pulled from the essential knowledge portion of the Support Doc 2.0 (<http://ed.sc.gov/instruction/standards-learning/science/support-documents-and-resources/>) and further inquiry into the terms can be found there.

Adaptation	Amphibian	Bird	Camouflage	Fish	Gills
Grasp	Insect	Invertebrate	Life Cycle	Locomotion	Mammal
Metamorphosis	Migration	Offspring	Physical Characteristic	Reptile	Vertebrate

## Performance Indicators

Text highlighted below in **orange** and **italicized/underlined** shows connections to SEP's.

2.L.5A.1 **Obtain and communicate information** to classify animals (such as mammals, birds, amphibians, reptiles, fish, or insects) based on their physical characteristics.

2.L.5A.2 **Construct explanations** for how structures (including structures for seeing, hearing, grasping, protection, locomotion, and obtaining and using resources) of different animals help them survive.

2.L.5A.3 Construct explanations using observations and measurements of an animal as it grows and changes to describe the stages of development of the animal.

**\*Science and Engineering Practices**

Support for the guidance, overviews of grade level progressions, and explicit details of each SEP can found in the Science and Engineering Support Doc ([http://ed.sc.gov/scdoe/assets/File/instruction/standards/Science/Support%20Documents/Complete\\_2014SEPsGuide\\_SupportDoc2\\_0.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/standards/Science/Support%20Documents/Complete_2014SEPsGuide_SupportDoc2_0.pdf)). It is important that teachers realize that the nine science and engineering practices are not intended to be used in isolation. Even if a performance indicator for a given standard only lists one of the practices as a performance expectation, scientists and engineers do not use these practices in isolation, but rather as part of an overall sequence of practice. When educators design the learning for their students, it is important that they see how a given performance expectation fits into the broader context of the other science and engineering practices. This will allow teachers to provide comprehensive, authentic learning experiences through which students will develop and demonstrate a deep understanding of scientific concepts.

S.1A.6 Construct explanations of phenomena using (1) student-generated observations and measurements, (2) results of scientific investigations, or (3) data communicated in graphs, tables, or diagrams.

S.1A.8 Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations using oral and written language.

S.1A.3 With teacher guidance, conduct structured investigations to answer scientific questions, test predictions and develop explanations: (1) predict possible outcomes, (2) identify materials and follow procedures, (3) use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.

**\*Cross Cutting Concepts** (<http://www.nap.edu/read/13165/chapter/8>)

The link above provides support from the Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (2012.) The text in **blue and italicized/underlined** below provides a brief explanation of how the specific content ties to the CCC's.

1. **Patterns**: The National Research Council (2012) states that “observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them” (p. 84). *Animals are classified and organized based on observed patterns in their physical characteristics.*

4. **Systems and system models**: The National Research Council (2012) states that “Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering” (p. 84). *Animals can be classified and organized based on their specialized parts and the functions of those parts.*

6. **Structure and function:** The National Research Council (2012) states “The way in which an object or living thing is shaped and its substructure determine many of its properties and functions” (p. 84). [Animals are classified and organized based on the function of their physical characteristics such as their method of mobility, method of obtaining food, or their production of young.](#)

7. **Stability and change:** The National Research Council states “For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study” (p. 84). [Animals have adaptations that enable them to survive in their environments.](#)

*\*Teachers have the discretion to enhance the selected SEP’s and CCC’s.*

#### **Prior Knowledge**

- K.L.2A.3 Structures for walking, holding, touching, seeing, smelling, hearing, talking, and tasting

#### **Subsequent Knowledge**

- 4.L.5A.1 Physical characteristics of plants (flowering and non-flowering) and animals (vertebrates and invertebrates)

#### **Possible Instructional Strategies/Lessons**

Strategies and lessons that will enable students to master the standard and/or indicator.

- 2.L.5A.1
  - [Animal Classification:](https://educators.brainpop.com/bp-jr-topic/classifying-animals/) Use these activities to complement the BrainPOP Jr. animal classification video <https://educators.brainpop.com/bp-jr-topic/classifying-animals/>
  - [Animal Classification:](http://www.discoveryeducation.com/teachers/free-lesson-plans/animal-classification.cfm) This lesson plan can be used to clarify what classification is and how animals are classified based on their characteristics. <http://www.discoveryeducation.com/teachers/free-lesson-plans/animal-classification.cfm>
  - [Animal Classification Grid:](http://hamiltonzoo.co.nz/assets/Education-resources/Animals-Classification-Teacher-Notes-Activites-and-Worksheets.pdf) Have students complete classification grid as you discover each group. <http://hamiltonzoo.co.nz/assets/Education-resources/Animals-Classification-Teacher-Notes-Activites-and-Worksheets.pdf>

- Who Am I?: Play this game that gives students a description to help classify/select animals based on this description.  
<https://www.nps.gov/webrangers/activities/who/>
- 2.L.5A.2
  - Specialized Animal Structures: Students will learn that animals have specialized physical characteristics that enable them to find food and protect themselves from other animals. Some activities include Bat and Moth, Birds in a Nest, Food Chains, and the Eco-Connection.  
<http://mpalalive.org/classroom/lesson/interactions>
  - Interactive Sites for Living Things: This site has interactive activities, including Beaks and Teeth and animal classification.  
<http://interactivesites.weebly.com/living-things.html>
  - Body Coverings: Students complete sentences to discover the body coverings of animals.  
<http://hamiltonzoo.co.nz/assets/Education-resources/Animals-Classification-Teacher-Notes-Activites-and-Worksheets.pdf>
  - Move It, Move It: Students use this poem and booklet to discover how animals move.  
<http://firstgradewow.blogspot.com/2013/02/move-it-move-it-move-it.html>
  - Camouflage: These lessons include PowerPoints to help students understand how animals use camouflage to survive in their habitats. [https://web.archive.org/web/20140205012923/http://alex.state.al.us/lesson\\_view.php?id=30002](https://web.archive.org/web/20140205012923/http://alex.state.al.us/lesson_view.php?id=30002)
- 2.L.5A.3
  - Animal Growth and Change: Structures and Function via LiveBinder- Use this resource to discover the structures and functions of animals via live animal cams (butterfly, chicken, and frog lifecycles, worms) and how they survive in the winter, etc.  
<http://www.livebinders.com/play/play?id=478526>

- Butterfly Life Cycle and Resources: This site provides many great resources (books, videos and free printables) to help students investigate the butterfly life cycle.  
<http://www.aroundthekampfire.com/2015/05/butterfly-life-cycle-resources-free.html>

## Resources

- List of books to supplement animal classification: <http://www.fantasticfirstgradefroggies.com/2015/09/animal-classification.html>
- Mammals Video: <https://www.youtube.com/watch?v=hGonwMTPV6g>
- Birds Video: [https://www.youtube.com/watch?v=8vL\\_2rF8JHU](https://www.youtube.com/watch?v=8vL_2rF8JHU)
- Reptiles Video: <https://www.youtube.com/watch?v=DefLKnKyQfA>
- Amphibians Video: <https://www.youtube.com/watch?v=XI8GPs6TAc>
- Fish Video: [https://www.youtube.com/watch?v=u\\_Xv5BRnflA](https://www.youtube.com/watch?v=u_Xv5BRnflA)
- Insect Video: <https://www.youtube.com/watch?v=i7zpS4RkK2o&list=PLQInTldJs0ZQRpoi26VO9Yf5ONiG1iuHN>
- National Geographic Kids Animals (great resource of animal facts, pictures and videos): <http://kids.nationalgeographic.com/animals/>

## Sample Formative Assessment Tasks/Questions

Additional sample formative assessment tasks/questions for grade bands are located at the end of each of the SEP Support Doc.

([http://ed.sc.gov/scdoe/assets/File/instruction/standards/Science/Support%20Documents/Complete\\_2014SEPsGuide\\_SupportDoc2\\_0.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/standards/Science/Support%20Documents/Complete_2014SEPsGuide_SupportDoc2_0.pdf))

- Animal Lapbook: Students create a lapbook for each animal classification.  
[http://www.homeschoolshare.com/animal\\_classification\\_lapbook.php](http://www.homeschoolshare.com/animal_classification_lapbook.php)



- Animal Parts Poster: Students use information regarding specialized animal structures to produce a group poster on how a particular animal uses these structures to survive in a distinct habitat. Students also describe the particular habitat and cite specific examples.
- What Group Do I Come From?: Students sort activity cards into animal groups.  
<http://hamiltonzoo.co.nz/assets/Education-resources/Animals-Classification-Teacher-Notes-Activites-and-Worksheets.pdf>
- Conduct structured investigations to answer scientific questions, test predictions, and develop explanations.

### Unit Title

Life Science: Animals and Their Environments

### Standard

[http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/South\\_Carolina\\_Academic\\_Standards\\_and\\_Performance\\_Indicators\\_for\\_Science\\_2014.pdf](http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/South_Carolina_Academic_Standards_and_Performance_Indicators_for_Science_2014.pdf)

2.L.5: The student will demonstrate an understanding of how the structures of animals help them survive and grow in their environments.

### Conceptual Understanding

2.L.5B. Animals (including humans) require air, water, food, and shelter to survive in environments where these needs can be met. There are distinct environments in the world that support different types of animals. Environments can change slowly or quickly. Animals respond to these changes in different ways.

### New Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to understand and do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. A great time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. These terms are pulled from the essential knowledge portion of the Support Doc 2.0 (<http://ed.sc.gov/instruction/standards-learning/science/support-documents-and-resources/>) and further inquiry into the terms can be found there.

Adaptation

Blubber

Carbon Dioxide

Desert

Environment

Erosion

Fertilize	Food Chain	Forest	Fresh Water	Habitat	Harmful
Hibernate	Oxygen	Polar Lands	Predator	Prey	Resources
Shelter	Salt Water	Scarcity	Survive	Temperature	Vegetation
Wetlands					

### Performance Indicators

Text highlighted below in *orange* and *italicized/underlined* shows connections to SEP's.

2.L.5B.1 *Obtain and communicate information* to describe and compare how animals interact with other animals and plants in the environment.

2.L.5B.2 *Develop and use models* to exemplify characteristics of animals that help them survive in distinct environments (such as salt and freshwater, deserts, forests, wetlands, or polar lands).

2.L.5B.3 *Analyze and interpret data* from observations to describe how animals respond to changes in their environments (such as changes in food availability, water, or air).

2.L.5B.4 *Construct scientific arguments* to explain how animals can change their environments (such as the shape of the land or the flow of water).

### \*Science and Engineering Practices

Support for the guidance, overviews of grade level progressions, and explicit details of each SEP can found in the Science and Engineering Support Doc

([http://ed.sc.gov/scdoe/assets/File/instruction/standards/Science/Support%20Documents/Complete\\_2014SEPsGuide\\_SupportDoc2\\_0.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/standards/Science/Support%20Documents/Complete_2014SEPsGuide_SupportDoc2_0.pdf)). It is important that teachers realize that the nine science and engineering practices are not intended to be used in isolation. Even if a performance indicator for a given standard only lists one of the practices as a performance expectation, scientists and engineers do not use these practices in isolation, but rather as part of an overall sequence of practice. When educators design the learning for their students, it is important that they see how a given performance expectation fits into the broader context of the other science and engineering practices. This will allow teachers to provide comprehensive, authentic learning experiences through which students will develop and demonstrate a deep understanding of scientific concepts.

S.1A.2 *Develop and use models* to (1) understand or represent phenomena, processes, and relationships; (2) test devices or solutions; or (3) communicate ideas to others.

S.1A.4 *Analyze and interpret data* from observations, measurements, or investigations to understand patterns and meanings.

S.1A.7 *Construct scientific arguments* to support claims or explanations using evidence from observations or data collected.

**S.1A.8 Obtain and evaluate** informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations using oral and written language.

**\*Cross Cutting Concepts** (<http://www.nap.edu/read/13165/chapter/8>)

The link above provides support from the Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (2012). The text in **blue and italicized/underlined** below provides a brief explanation of how the specific content ties to the CCC's.

2. **Cause and effect: Mechanism and explanation.** The National Research Council states “Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts” (p. 84). *Animals and their environments are co-dependent. Habitats can change due to a variety of reasons and which can directly impact the animals. In turn, animals can also have an impact on their environments.*

7. **Stability and change.** The National Research Council states “For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study” (p. 84). *Animals go through different developmental stages in their life cycles. Animals also interact with and adapt to changes in their environments. They can also impact their environments.*

*\*Teachers have the discretion to enhance the selected SEP's and CCC's.*

#### **Prior Knowledge**

- K.L.2A.5 Basic needs of organisms (air, water, food, shelter)

#### **Subsequent Knowledge**

- 4.L.5B.3 Adaptations of animals (methods for defense, locomotion, obtaining resources, or camouflage)

#### **Possible Instructional Strategies/Lessons**

Strategies and lessons that will enable students to master the standard and/or indicator.

- 2.L.5B.1
  - How Do Animals Interact with their Habitats?: These activities investigate how animals find their food and how they interact with other animals in their habitat. <http://mpalalive.org/classroom/lesson/interactions>

- Predator vs. Prey: Matching predator and prey worksheet. <https://www.teachervision.com/animal-behavior/printable/44969.html>
- Be a Predator For a Day: This is a predator/prey game in which students become predators and must search for prey cards throughout the room. <http://srel.uga.edu/outreach/kidsdoscience/kidsdoscience-predator-game.htm>
- Fabulous Food Chains: Use this video as an introduction to food chains. <https://www.youtube.com/watch?v=MUKs9o1s8h8>
- Interactive Food Chains: This is a list of many interactive sites to learn about food chains. <http://interactivesites.weebly.com/food-chains.html>
- 2.L.5B.2
  - Where Can I Hide?: Use this resource to discuss camouflage. <http://hamiltonzoo.co.nz/assets/Education-resources/Animals-Classification-Teacher-Notes-Activites-and-Worksheets.pdf>
  - Animal Survival in Distinct Environments: Students investigate how blubber helps animals survive in habitats that have sub-freezing temperatures. <http://www.stevespanglerscience.com/lab/experiments/blubber-gloves/>
  - Animal Habitat Research: This animal habitat research freebie can be used as a whole group or small group. This resource includes fact cards and QR codes that link to kid-friendly animal websites. <https://www.teacherspayteachers.com/FreeDownload/Animal-Habitats-Research-FREEBIE-1838513>
  - Animal Habitat Match: Use this activity in a center to reinforce which animals live in specific habitats. <https://www.thewiseowlfactory.com/archives/13570>
  - The Great Habitat Match-Up: Help Ms. Frizzle match endangered animals with their habitats in this interactive game.

<http://www.scholastic.com/magicSchoolBus/games/habitat/index.htm>

- Design a Habitat: Help design a perfect habitat for endangered animals. <http://www.arkive.org/education/games/design-a-habitat>
- 2.L.5B.3
  - Animal Response to Changes in Environments: The Hamilton Zoo is home to many endangered animals due to changes in their environments. Students can see first-hand how this has affected the animals that live in those particular environments and how this zoo has impacted their lives. <http://hamiltonzoo.co.nz/our-animals/mammals/>
  - Animal Adaptations: This site includes 7 ideas to study animal adaptations. It includes a research/creativity project, read alouds, Studyjams videos, free cards to identify structure and function, comparing and contrasting adaptations, animal observations and centers. <http://thesciencepenguin.com/2014/06/time-to-teach-animal-adaptations.html>
  - Climate Change: Use Climate Tales videos to introduce climate change and how it affects animals. <http://climatekids.nasa.gov/climate-tales/>
- 2.L.5B.4
  - How Animals Can Change Their Environments: This lesson is based on the story *Uno's Garden* by Graeme Base. It depicts how humans can impact animals and their environments. The lesson focuses on interdependence, loss of habitat and endangered species. <http://resources4rethinking.ca/en/resource/unos-garden>
  - Big Changes in the Big Forest: Crash Course Kids #38.2: This is a short video that explains how beavers, termites, and prairie dogs impact their environments. <https://www.youtube.com/watch?v=1fkGqO0Xk94>

#### Resources

- South Carolina Virtual Library: This site includes South Carolina's Virtual Library of games, videos, learning activities, quizzes and homework help including BrainPopJr. <http://www.scdiscus.org/discus-kids>

- I Got a Habitat Song: This is a great introduction to the different types of habitats. [https://www.youtube.com/watch?v=H\\_CSILluVZs](https://www.youtube.com/watch?v=H_CSILluVZs)
- Riverbanks Zoo Animal Facts and Pictures: This a wonderful resource that gives facts about animals that live in specific habitats that they can possibly visit in person in Columbia. <http://www.riverbanks.org/animals/>
- Live San Diego Zoo Web Cam: Students can watch animals as they go about their daily activities at the zoo via live penguin, ape, koala, panda, polar bear tiger, and condor web cams. <http://zoo.sandiegozoo.org/content/video-more>

### **Sample Formative Assessment Tasks/Questions**

Additional sample formative assessment tasks/questions for grade bands are located at the end of each of the SEP Support Doc.

([http://ed.sc.gov/scdoe/assets/File/Instruction/standards/Science/Support%20Documents/Complete\\_2014SEPsGuide\\_SupportDoc2\\_0.pdf](http://ed.sc.gov/scdoe/assets/File/Instruction/standards/Science/Support%20Documents/Complete_2014SEPsGuide_SupportDoc2_0.pdf))

- New Animal Discovery Performance Task: This is a culminating activity in which students pretend to be animal explorers. After exploring many different habitats, they discover a new animal species. It is their job to document this new discovery in their field journals. They must include the date and place of discovery, a name for their new animal, a description, classification, habitat, life cycle and a labeled picture. They then use their notes to write an article for the newspaper about their new discovery. This allows students to construct a scientific argument as to which animal class their newly discovered species belongs.
- Habitat Diorama: Students develop and use this 4D Triorama to create a model of a habitat and the animals that live there. <http://reliefteachingideas.com/4d-trioramas/>
- Butterfly Life Cycle Journal: Students obtain and evaluate observations and analyze and interpret data through the use of daily journals to communicate their findings and observations during the butterfly life cycle.

### References

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2<sup>nd</sup> grade Instructional Unit Resource SCDE | Office of Standards and Learning

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