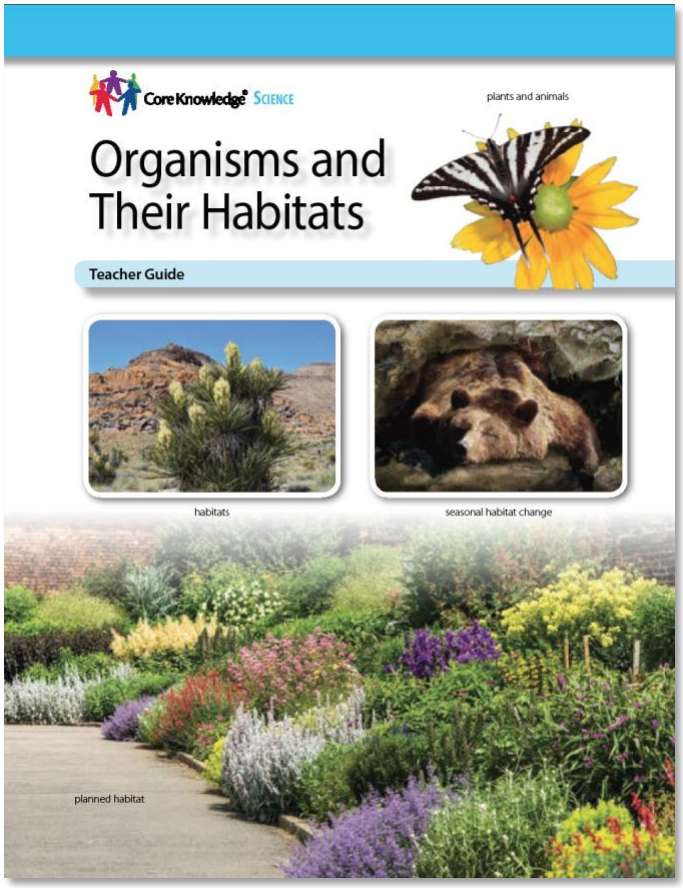
Organisms and Their Habitats

Click on each lesson to access its online resources. Page numbers refer to pages in the Teacher Guide. Some links provide access to files created by the Core Knowledge Foundation, including PDF documents that you can download and view with the appropriate software (such as Adobe Acrobat Reader DC).



Online Resources

About this Unit

Page	Resource Links
2	Note to Teachers and Curriculum Planners • The learning progressions of Disciplinary Core Ideas LS2.A, LS4.D, and ETS1.B offer guidance regarding the scope and sequence of learning about the structure and function of living things as well as how living things process information in the elementary grades and beyond. • Learn more about this core idea and its related content by reading the corresponding section of A Framework for K–12 Science Education. See also the Teachers Resources section of this guide. To see an overview of the entire Core Knowledge Science program, visit this page] •
3	This unit has been informed by the following Next Generation Science Standards (NGSS) Performance Expectations: Topic—The Needs of Plants • 2-LS2-1 • 2-LS2-2 Topic—Water • 2-LS4-1
9	Recommended Science Trade Books
11	NGSS References • DCI • CCC • SEP
12	• Resources for Effective and Safe Classroom Activities
13	• Materials Supply List: Grade 2 Unit 2 Organisms and Their Habitats

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Unit Opener

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18	Disciplinary Core Idea: LS4.D *Biodiversity and humans* • From the Framework: Pages 144–145
	Science and Engineering Practice: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56
	Crosscutting Concept: *1 Patterns* • From the Framework: Pages 85–87
21	[VIDEO]Outdoor Land Lab

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	Disciplinary Core Idea: LS4.D *Biodiversity and Humans* • From the Framework: Pages 144–145
	Science and Engineering Practice: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56
	Crosscutting Concept: *1 Patterns* • From the Framework: Pages 85–87
30	[VIDEO]Plants [Watch from 0:00 to 1:00]

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	Disciplinary Core Idea: LS4.D *Biodiversity and Humans* • From the Framework: Pages 144–145
	Science and Engineering Practice: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56
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	Disciplinary Core Idea: LS4.D *Biodiversity and Humans* • From the Framework: Pages 144–145
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	Crosscutting Concept: *1 Patterns* • From the Framework: Pages 85–87
46	[VIDEO]Different Plants, Different Habitats

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	Disciplinary Core Idea: LS4.D *Biodiversity and Humans* • From the Framework: Pages 144–145
	Science and Engineering Practice: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56
	Crosscutting Concept: *1 Patterns* • From the Framework: Pages 85–87
53	[VIDEO] Butterflies Butterflies and plants that attract them Attracting butterflies with plants Pollinators

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Page	Resource Links
56	NGSS References • DCI • CCC • SEP

Lesson 2, Segment 1

Page	Resource Links
57	Performance Expectation: • 2-LS2-1 Evidence Statements for 2-LS2-1
	Disciplinary Core Idea: LS2.A *Interdependent Relationships in Ecosystems* • From the Framework: Pages 150–152
	Science and Engineering Practice: *3 Planning and Carrying Out Investigations* • From the Framework: Pages 59–61
	Crosscutting Concept: *2 Cause and Effect* • From the Framework: Pages 87–89
59	[VIDEO]Plants' Needs

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	Science and Engineering Practice: *3 Planning and Carrying Out Investigations* • From the Framework: Pages 59–61
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	Science and Engineering Practice: *3 Planning and Carrying Out Investigations* • From the Framework: Pages 59–61
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	Science and Engineering Practice: *3 Planning and Carrying Out Investigations* • From the Framework: Pages 59–61
	Crosscutting Concept: *2 Cause and Effect* • From the Framework: Pages 87–89
78	[VIDEO]What Plants Need to Live

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	Science and Engineering Practice: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56
	Crosscutting Concept: *1 Patterns* • From the Framework: Pages 85–87
89	[VIDEO]The Diversity of The Animal Kingdom [Watch from 0:00 to 2:10. **NOTE: There are some images beyond the 2:10 mark in the video that may be disturbing for children.**]

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	Disciplinary Core Idea: LS4.D *Biodiversity and Humans* • From the Framework: Pages 144–145
	Science and Engineering Practice: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56
	Crosscutting Concept: *1 Patterns* • From the Framework: Pages 85–87
105	[VIDEO]Animals and the Habitats in Which They Live [NOTE: The video features text that will need to be read to students or that you may wish to have students take turns reading.]

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	Science and Engineering Practice: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56
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111	[VIDEO]Butterflies Eating Milkweed
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117	Disciplinary Core Idea: LS2.A *Interdependent Relationships in Ecosystems* • From the Framework: Pages 150–152
	Science and Engineering Practices: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56 *2 Developing and Using Models* • From the Framework: Pages 56–59
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119	[VIDEO]Seeds Develop from Flowers
120	[VIDEO] Seed Movement Plant Pollination

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	Crosscutting Concept: *2 Cause and Effect* • From the Framework: Pages 87–89
130	[VIDEO]More Plant Pollination
131	[VIDEO]Plants Pollinators Like

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	Disciplinary Core Idea: LS2.A *Interdependent Relationships in Ecosystems* • From the Framework: Pages 150–152
	Science and Engineering Practice: *2 Developing and Using Models* • From the Framework: Pages 56–59
	Crosscutting Concept: *2 Cause and Effect* • From the Framework: Pages 87–89

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	Disciplinary Core Idea: LS2.A *Interdependent Relationships in Ecosystems* • From the Framework: • Pages 150–152
	Science and Engineering Practice: *2 Developing and Using Models* • From the Framework: Pages 56–59
	Crosscutting Concept: *2 Cause and Effect* • From the Framework: Pages 87–89

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Unit Supplement

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140	Science and Engineering Practices: *1 Asking Questions and Defining Problems* • From the Framework: Pages 54–56 *8 Obtaining, Evaluating, and Communicating Information* • From the Framework: Pages 74–77
	Understandings about the Nature of Science • *Scientific Knowledge Is Based on Empirical Evidence* • *Science Is a Way of Knowing* • *Science Is a Human Endeavor*
	Connection to Engineering, Technology and Applications of Science • *Interdependence of Science, Engineering, and Technology*

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