

Unit Summary

How do plants and get the things that they need to live and grow?

In this unit of study, students develop an understanding of what plants and animals need to survive and the relationship between their needs and where they live. Students compare and contrast what plants and animals need to survive and the relationship between the needs of living things and where they live. The crosscutting concepts of *patterns* and *systems and system models* are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in *developing and using models, analyzing and interpreting data, and engaging in argument from evidence*. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on K-LS1-1, K-ESS3-1, and K-ESS2-2.

Student Learning Objectives

Use observations to describe patterns of what plants and animals (including humans) need to survive. *[Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]* (K-LS1-1)

Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. *[Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]* (K-ESS3-1)

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. *[Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]* (K-ESS2-2)

Quick Links

[Unit Sequence p. 2](#)

[Research on Learning p. 6](#)

[Sample Open Education Resources p. 8](#)

[What it Looks Like in the Classroom p. 4](#)

[Future Learning p. 6](#)

[Teacher Professional Learning Resources p. 9](#)

[Connecting with ELA/Literacy and Math p. 5](#)

[Connections to Other Units p. 7](#)

[Appendix A: NGSS and Foundations p. 10](#)

[Modifications p. 6](#)

Unit Sequence	
Part A: What do plants need to live and grow?	
Concepts	Formative Assessment
<ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. Patterns in the natural and human-designed world can be observed and used as evidence. Plants need water and light to live and grow. 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> Observe and use patterns in the natural world as evidence. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. Use observations to describe patterns in what plants need to survive. Examples of patterns could include: <ul style="list-style-type: none"> ✓ Plants do not need to take in food. ✓ All plants require light. ✓ All living things need water. Use observations to describe patterns in what animals need to survive. Examples of patterns could include: <ul style="list-style-type: none"> ✓ Animals need to take in food, but plants do not. ✓ Different kinds of food are needed by different types of animals. ✓ All living things need water.

Unit Sequence	
Part B: What is the relationship between what plants need and where they live?	
Concepts	Formative Assessment
<ul style="list-style-type: none"> Systems in the natural and designed world have parts that work together. Living things need water, air, and resources from the land, and they live in places that have the things they need. 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> Observe that systems in the natural and designed world have parts that work together. Use a model to represent relationships between the needs of different plants and the places they live in the natural world. (Plants, animals, and their surroundings make up a system.) <ul style="list-style-type: none"> ✓ Examples of relationships could include that grasses need sunlight, so

	<p>they often grow in meadows.</p> <ul style="list-style-type: none"> ✓ Examples of models include diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards. • Use a model to represent the relationships between the needs of different animals and the places they live in the natural world. (Plants, animals, and their surroundings make up a system.) ✓ Examples of relationships could include that deer eat buds and leaves and therefore usually live in forested areas. ✓ Examples of models include diagrams, drawings, physical replica, dioramas, dramatizations, and storyboards.
--	--

Unit Sequence	
Part C: How can plants change their habitat?	
Concepts	Formative Assessment
<ul style="list-style-type: none"> • Systems in the natural and designed world have parts that work together. • Plants can change their environments. • Things that people do to live comfortably can affect the world around them. People can make choices that reduce their impacts on the land, water, air, and other living things. <i>(The focus of this unit is on plants and animals. Even though this particular concept is part of K-ESS2-2, it will not be addressed in this unit of study, but will instead be addressed in Unit 5, Humans.)</i> 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Observe that systems in the natural and designed world have parts that work together. • Use a model to represent relationships between the needs of different plants and the places they live in the natural world. (Plants, animals, and their surroundings make up a system.) ✓ Examples of relationships could include that grasses need sunlight, so they often grow in meadows. ✓ Examples of models include diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards.

What It Looks Like in the Classroom

"Kid Questions"

- ✓ *How can you tell if something is alive?*
- ✓ *What do living things need to survive?*
- ✓ *Where do organisms live and why do they live there?*

The unit should begin with observable phenomena. The purpose of presenting phenomena to students is to start them thinking and wondering about what they observe. After students have observed the event, they can work individually, with partners, or in a small group to develop questions about what they saw. The questions will lead them into investigational opportunities throughout the unit that will help them answer their questions.

The questions students share about this unit will be used to guide them in identifying patterns of what plants and animals need to survive. For example, a pattern may include the types of food that specific organisms eat or that animals consume food but plants do not. Furthermore, students' questions and investigations will also guide them in developing models that reflect their understanding of the inter-relationship between an organism and its environment.

- Prior to starting the unit, display pictures of living and non-living things. Direct students to sort the pictures into two groups: living and non-living. Ask students to explain how they decided which pictures represented living things and which represented non-living things.
- Watch the PBS video "[Is It Alive?](#)" Stop after each picture and ask students if it's alive or not. Ask them to explain how they can tell. (This activity will also provide an opportunity to pre-assess students' understandings and/or misconceptions. It will also provide an opportunity for students to think about what having life means.)
- Watch the TeacherTube video "[Living or Non-Living?](#)" (This activity provides similar experiences for students as the PBS video. The difference is that after each picture and question, the narrator provides the answer with reasoning.)

In this unit's progression of learning, students first learn that scientists look for patterns and order when making observations about the world and those patterns in the natural world can be observed and used as evidence. Students conduct firsthand and media-based observations of a variety living things and use their observations as evidence to support the concepts

- ✓ Plants do not need to take in food, but do need water and light to live and grow.
- ✓ All animals need food in order to live and grow, that they obtain their food from plants or from other animals, that different kinds of food are needed by different kinds of animals, and that all animals need water.

After determining what plants need to survive, kindergarteners learn that plants are systems, with parts, or structures, that work together, enabling plants to meet their needs in a variety of environments. The vast majority of plants have similar structures, such as roots, stems, and leaves, but the structures may look different depending on the type or variety of plant. Although there are many varieties of plants, their structures function in similar ways, allowing the plants to obtain the water and light they need to survive. In other words, each variety of plant has structures that are well-suited to the environment in which it lives. As students learn about different types of plants and the environments in which they live, they use models, such as diagrams, drawings, physical replicas, or dioramas, to represent the relationships between the needs of plants and the places they live in the natural world. For example, grasses need sunlight, so they often grow in meadows. Cacti, which live in places subject to drought, have thick, wide stems and modified leaves (spines) that keep water within the plant during long periods without rain.

After determining what animals need to survive, kindergarteners learn that animals are systems that have parts, or structures, that work together, enabling animals to meet their needs in a variety of environments. Many animals have similar structures, such as mouths or mouthparts, eyes, legs, wings, or fins, but the structures may look different, depending on the type or species of animal. Although there are many types of animals, their structures function in similar ways, allowing them to

obtain the water and food they need to survive. In other words, each type of animal has structures that are well-suited to the environment in which they live. As students learn about different types of animals and the environments in which they live, they use models, such as diagrams, drawings, physical replicas, or dioramas, to represent the relationships between the needs of animals and the places they live in the natural world. For example, deer eat buds and leaves; therefore, they usually live in forested areas; pelicans eat fish, therefore they live near the shorelines of oceans or seas.

The final portion of the learning progression focuses on the understanding that plants and animals are system with parts, or structures, that work together. Students use what they have learned about plants and animals to make further observations to determine ways in which plants and animals change their environment to meet their needs. For example:

- ✓ Tree roots can break rocks and concrete in order to continue to grow, plants will expand their root systems in search of water that might be found deeper in the earth, and plants can be found growing around and through man-made structures in search of light.
- ✓ Asquirrel digs in the ground to hide food, and birds collect small twigs to build nests in trees. Students need opportunities to make observations, and then, with adult guidance, to use their observations as evidence to support a claim for how an animal can change its environment to meet its needs.

Students need opportunities make observations; then, with adult guidance, they can use their observations as evidence to support a claim about how living things can change its environment to meet its needs.

Connecting with English Language Arts/literacy and Mathematics

English Language Arts

With adult support, kindergarteners use trade books (read-alouds and big books) to learn about plants and animals. With prompting and support strategies, such as Think-Pair-Share, students can discuss what they have learned and read and answer questions using key details from text.

As students learn about different types of plants, animals and the environments in which they live, they will use models, such as diagrams, drawings, physical replicas, or dioramas, to represent the relationships between the needs of living things and the places they live in the natural world. Using models in this way gives students an opportunity to use simple informative writing to provide additional detail that will enhance their visual displays.

Mathematics

With adult support, kindergarteners use simple measurements to describe various attributes of plants and animals. Kindergarteners can use simple, nonstandard units to measure the height of plants or the amount of water given to plants. For example, they might use Unifix cubes to measure height or count the number of scoops of water given to a plant on a daily or weekly basis. Students should work in groups to measure and record their data. They also measurements to describe various attributes of animals. Kindergarteners can use simple, nonstandard units to measure such attributes as height, length, or weight. They can also count numbers of appendages or other body parts. They might use Unifix cubes to measure height or length and wooden blocks to measure weight. Students should work in groups to measure and record their data.

With adult guidance and questioning, students can then learn to analyze their data. As students use data to compare the amount of growth that occurs in plants that get varying amounts of water or sunlight, they are given the opportunity to reason abstractly and quantitatively. For example, students can measure and compare the height of a sunflower grown in the shade compared to the height of a sunflower grown in the sun, or they can count and compare the number of leaves on bean plants that receive different amounts of water daily. These investigations will give students evidence to support claims about the needs of plants. Students should also have opportunities to solve one-step addition/subtraction word problems based on their collected data.

Modifications
<p><i>(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: All Standards, All Students/Case Studies for vignettes and explanations of the modifications.)</i></p> <ul style="list-style-type: none"> • Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). • Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. • Use project-based science learning to connect science with observable phenomena. • Structure the learning around explaining or solving a social or community-based issue. • Provide ELL students with multiple literacy strategies. • Collaborate with after-school programs or clubs to extend learning opportunities. • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).
Research on Student Learning
N/A
Future Learning
<p>Grade 1 Unit 3: Mimicking Organisms to Solve Problems</p> <ul style="list-style-type: none"> • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. <p>Grade 2 Unit 1: Relationships in Habitats</p> <ul style="list-style-type: none"> • Plants depend on water and light to grow. • Plants depend on animals for pollination or to move their seeds around.

Grade 3 Unit 7: Using Evidence to Understand Change in Environments

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.
- When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.*(secondary)*

Grade 4 Unit 1: Weathering and Erosion

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

Grade 5 Unit 3: Energy and Matter in Ecosystems

- Plants acquire their material for growth chiefly from air and water.
- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

Grade 5 Unit 5: Earth Systems

Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.

Connections to Other Units

In **Unit 5, Basic Needs of Humans**, students will develop and understandings of what humans need to live and grow as well as the relationship between their needs and where they live.

Sample of Open Education Resources

[Read-Aloud Lesson: Where Do Polar Bears Live?](#) Students identify and recall characteristics that allow polar bears to survive in the extremely cold Arctic environment.

["Good Night" & Where Do Polar Bears Live?](#) This is a Paired Text activity that uses the "Where Do Polar Bears Live" read aloud and the non-fiction text "Good Night" which addresses hibernation.

[The Needs of Living Things](#) This lesson plan has one level for Grades K-2 and another level for Grades 3-5. Students will learn about what plants and animals need to survive and how habitats support those needs. They will also learn about how organisms can change their environment.

[Living Things and Their Needs:](#) This is an excellent resource that provides a Teacher Guide, videos, reading resources, and student activity sheets. The objective of the lessons is for students to learn about living organisms and what they need to survive. These lessons can easily be taught as an interdisciplinary set of learning experiences.

[How do living things Interact:](#) This unit plan is about unit plan about living things and environmental interactions

[5E Science Lesson Plan:](#) This Prezi presentation describes lesson ideas that support students' understanding of living organisms. Lessons also provide an opportunity for students to identify patterns that help them determine similarities and differences between plants and animals.

[Curious George: Paper Towel Plans:](#) This video from Curious George shows students helping bean seeds sprout outside of soil by meeting their essential needs for moisture, temperature, air, and light. The children place the beans and a wet paper towel inside a zippered plastic bag and leave them undisturbed in a warm, well-lit place. After two weeks, the students return and observe that the beans have sprouted and, like apple seeds, will one day grow to be fully developed plants.

[From Seed to Fruit | Everyday Learning:](#) Seed to Fruit takes children through the different stages of growth in the life of a cherry tomato plant. Planting a seed in a cup and watching it grow over time is a wonderful way to introduce the life cycle to young children. This resource is part of the KET Everyday Science for Preschoolers collection. This video is available in both English and Spanish audio, along with corresponding closed captions.

[Think Garden: The Importance of Water:](#) This video from KET's Think Garden collection explores why plants need water to survive, and how they tell us they're thirsty. Learn about the signs plants give when they've had too much or too little water and the part water plays in the process of photosynthesis. See a quick, easy-to-understand animation explaining the water cycle and transpiration process. Also find out how to improve water quality with rain gardens and how to conserve water with rain barrels. This video is available in both English and Spanish audio, along with corresponding closed captions.

[Think Garden: Plant Structure:](#) This video from KET's Think Garden collection examines plant structure by taking a closer look at the root and shoots systems. Learn about roots, stems, leaves, flowers, seeds, and fruit through engaging illustrations and animations.

Teacher Professional Learning Resources**Teaching NGSS in K-5: Making Meaning through Discourse**

The presenters were Carla Zemba-Saul, (Penn State University), Mary Starr, (Michigan Mathematics and Science Centers Network), and Kathy Renfrew (Vermont Agency of Education). After a brief introduction about the Next Generation Science Standards (NGSS), Zemba-Saul, Starr, and Renfrew gave context to the NGSS specifically for K-5 teachers, discussing three-dimensional learning, performance expectations, and background information on the NGSS framework for K-5. The presenters also gave a number of examples and tips on how to approach NGSS with students, and took participants' questions. The web seminar ended with the presentation of a number of recommended NSTA resources for participants to explore. View the [resource collection](#).

Continue discussing this topic in the [community forums](#).

Evaluating Resources for NGSS: The EQuIP Rubric

The presenters were Brian J. Reiser, Professor of Learning Sciences in the School of Education and Social Policy at Northwestern University, and Joe Krajcik, Director of the CREATE for STEM Institute.

After a brief overview of the NGSS, Brian Reiser, Professor of Learning Sciences, School of Education at Northwestern University and Joe Krajcik, Director of CREATE for STEM Institute of Michigan State University introduced the Educators Evaluating Quality Instructional Products (EQuIP) Rubric. The web seminar focused on how explaining how the EQuIP rubric can be used to evaluate curriculum materials, including individual lessons, to determine alignment of the lesson and/or materials with the NGSS. Three-dimensional learning was defined, highlighted and discussed in relation to the rubric and the NGSS. An emphasis was placed on how to achieve the conceptual shifts expectations of NGSS and three-dimensional learning using the rubric as a guide. Links to the lesson plans presented and hard copies of materials discussed, including the EQuIP rubric, were provided to participants. The web seminar concluded with an overview of NSTA resources on the NGSS available to teachers by Ted, and a Q & A with Brian Reiser and Joe Krajcik. View the [resource collection](#).

Continue discussing this topic in the [community forums](#).

NGSS Crosscutting Concepts: Systems and System Models

The presenter was Ramon Lopez from the University of Texas at Arlington. Dr. Lopez began the presentation by discussing the importance of systems and system models as a crosscutting concept. He talked about the key features of a system: boundaries, components, and flows and interactions. Dr. Lopez also described different types of system models, including conceptual, mathematical, physical, and computational models. Participants discussed their current classroom applications of systems and system models and brainstormed ways to address challenges associated with teaching this crosscutting concept.

[Assessing Students' Ideas About Plants](#): This article contains an interview protocol that will help you gather information about your elementary students' ideas related to plants. By implementing the protocol, you will be able to discover what kinds of organisms your students think are plants and identify what students consider important for plant growth. Reproducible pictures of organisms and items that plants need for growth are included.

[The Early Years: The Sun's Energy](#): Understanding the connection between the Sun's energy and sustaining life is difficult for preschoolers, but learning about these concepts through both long and short-term activities captures children's short attention spans. Activities such as growing plants in sunlight and without light, playing with light and shadow, and making "sun prints" explore light—in this case how the Sun's light is different from lamplight.

Appendix A: NGSS and Foundations for the Unit		
<p>Use observations to describe patterns of what plants and animals (including humans) need to survive. <i>[Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]</i> (K-LS1-1)</p>		
<p>Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. <i>[Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]</i> (K-ESS3-1)</p>		
<p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. <i>[Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]</i> (K-ESS2-2)</p>		
<p>The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:</p>		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) <p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) <p>Developing and Using Models</p> <ul style="list-style-type: none"> Use a model to represent relationships in the natural world. (K-ESS3-1) <p>Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (K-ESS2-2) 	<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) <p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) <p>ESS2.E: Biogeology</p> <ul style="list-style-type: none"> Plants and animals can change their environment. (K-ESS2-2) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1) <p>Systems and System Models</p> <ul style="list-style-type: none"> Systems in the natural and designed world have parts that work together. (K-ESS3-1), (K-ESS2-2) <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (K-LS1-1)

English Language Arts	Mathematics
<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2) W.K.1</p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2) W.K.2</p> <p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1) W.K.7</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1) SL.K.5</p> <p>With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2) R.K.1</p>	<p>Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K-LS1-1) K.MD.A.2</p> <p>Reason abstractly and quantitatively. (K-ESS3-1) MP.2</p> <p>Model with mathematics. (K-ESS3-1) MP.4</p> <p>Counting and Cardinality (K-ESS3-1) K.CC</p>

