



Watershed Classroom

Native Plant Study

Live Oak Charter School, Tamara Lemesh, 5th Grade

School Year 2014-15

Science Standards from Next Generation Science Standards:

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-ESS2-2. 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-ESS3-1. 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-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

Language Arts Standards related to research writing:

Highlighted Standards for Curriculum Project

Plant Study-Written Report

Write informative/explanatory texts to examine a topic and convey ideas and information clearly (5 W 2)

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (5 W 2b)

Use precise language and domain-specific vocabulary to inform about or explain the topic (5 W 2d)

Provide a concluding statement or section related to the information or explanation presented (5 W 2e)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5 W 7)

Recall relevant information from experiences or gather relevant information from print and digital sources: summarize or paraphrase information in notes and finished work, and provide a list of sources. (5 W 8)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5 RI 7)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable (5 RI 9)