

# Unit 3: Biological Evolution: Unity and Diversity

Content Area: **Science**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **4 weeks**  
Status: **Published**

## **Disciplinary Core Ideas**

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LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1).

## Standards:

*Science --*

**2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.

*ELA/Literacy--*

**W.2.7** Participate in shared research and writing projects

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

*Math--*

**MP2.** Reason abstractly and quantitatively

**MP.4** Model with mathematics

**2.MD.D.10** Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple, put-together, take-apart, and compare problems.

## **Essential Questions**

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*Why do we see different living things in different habitats?*

**Guiding Questions:**

*How does the diversity of plants and animals compare among different habitats?*

**Student Learning Objectives**

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SWBAT Explore similarities and differences between habitats locally and around the world.

SWBAT Explore and classify animals and plants based on their habitat.

SWBAT Make observations to collect data that can be used to make comparisons.

SWBAT Look for patterns and order when making observations about the world.

SWBAT Graph data to compare and contrast.

SWBAT Research habitats using nonfiction texts.

**Concepts that will be taught:**

- There are many different kinds of living things in any area, and they exist in different places on land and in water.
- Scientists look for patterns and order when making observations about the world.

**Students who understand will be able to...**

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- Look for patterns and order when making observations about the world.
- Make observations (firsthand or from media) to collect data that can be used to make comparisons.

- Make observations of plants and animals to compare the diversity of life in different habitats.
- Observe patterns in events generated by cause-and-effect relationships.
- Plan and conduct an investigation collaboratively to produce data to serve as a basis for evidence to answer a question.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## **Activities**

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### **Where do animals live?**

- classify using pictures on SMARTboard

**Animals of Land Habitats: Woodland forest, Rain forest, Desert, Arctic**

**Animals of Water Habitats: Freshwater (pond, stream), Saltwater (ocean**

### **Reading About Land Habitats**

- Which Land Habitat Am I Found in? Sort

### **Reading About Water Habitats**

- Which Water Habitat Am I Found in? Sort

### **My Habitat Foldable Research Project**

- Students select a habitat and research their specific habitat using books, internet, pictures, videos

### **Mystery Science**

-Plant Adventures Unit:

-Mystery 4: Should you water a cactus?

-Mystery 5: Where do plants grow best?

## **Materials & Resources**

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[www.mysteryscience.com](http://www.mysteryscience.com)

McGraw Hill Science book Unit B

Science Textbook Chapter 2 Animals

Science Textbook Chapter 3 Land habitats

Science Textbook Chapter 4 Water habitats

BrainPopJr - Animal Groups

Wetlands Institute Web Site

Nonfiction Texts

## **Assessments**

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Venn Diagram

Classify into categories

Discussions

Habitat Research Project (Independent)

Mystery Science Assessments

## **Accommodations and Modifications**

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- Use of scribe
- Partnered with classmate
- Use of scribe
- Adaptive computer to type assignments
- Adjustable tables and lab equipment within reach
- Flexible seating
- Additional time and/or small-group for testing
- Additional time and/or small-group for assignments
- Captioned videos
- Visual and tactile instructional demonstrations
- Computer with voice output, spelling and grammar checker
- Preferential seating
- Tactile drawings and graphs, and three-dimensional models
- Directions repeated/clarified. Check for understanding.