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Building Blocks of Science™ 3D Correlation to Houghton Mifflin Harcourt California Journeys ©2017

Building Blocks OF SCIENCE™ | 3D

Houghton Mifflin Harcourt California Journeys, Grade K © 2017
correlated to the
Disciplinary Core Ideas in the Next Generation Science Standards (NGSS) for California Public Schools, K-12 and Building Blocks of Science 3D, K-5

California Journeys – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	Carolina Biological Building Blocks of Science 3D
Teacher's Edition Unit 1			
Lesson 3			
Whole Group			
Informational Text: *Different Kinds of Dogs*	T250–T253	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?
Small Group			
Vocabulary Reader: *The Puppy*	T268–T269	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?
Teacher's Edition Unit 2			
Lesson 6			
Whole Group			
Read Aloud Book: *Listen, Listen*	T14–T21	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) PS3.B: Conservation of Energy and Energy Transfer • Sunlight warms Earth's surface. (K-PS3-1), (K-PS3-2)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–10 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions *Weather and Sky* **TG:** L4 pgs. 106–115 INV A; INV B, SIS 4B; INV C, SIS 4C, LA 4C; SAQ 2, 4, 7

			Digital Resources: IWB: Temperature; SIM: Thermometer; The Sun's Warming Effect
Lesson 7			
Whole Group			
Informational Text: *The Fort Worth Zoo*	T156–T159	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?

***California Journeys* – Grade K**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 8			
Small Group			
Leveled Reader: *Let's Climb*	T274	ESS3.A: Natural Resources • 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)	*Living Things and Their Needs* **TG:** L3 pgs. 68–77 INV A, Plant Data Sheet; INV B, SIS 3B, LA 3B; INV C; SAQ 4, 5, 8, 10 **Literacy:** SR: pgs. 2–14
Leveled Reader: *At the Aquarium*	T275	ESS3.A: Natural Resources • 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)	*Living Things and Their Needs* **TG:** L3 pgs. 68–77 INV A, Plant Data Sheet; INV B, SIS 3B, LA 3B; INV C; SAQ 4, 5, 8, 10 **Literacy:** SR: pgs. 2–14
Leveled Reader: *In the Rain Forest*	T276	ESS3.A: Natural Resources • 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)	*Living Things and Their Needs* **TG:** L3 pgs. 68–77 INV A, Plant Data Sheet; INV B, SIS 3B, LA 3B; INV C; SAQ 4, 5, 8, 10 **Literacy:** SR: pgs. 2–14
Leveled Reader: *The Aquarium*	T277	ESS3.A: Natural Resources • 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)	*Living Things and Their Needs* **TG:** L3 pgs. 68–77 INV A, Plant Data Sheet; INV B, SIS 3B, LA 3B; INV C; SAQ 4, 5, 8, 10 **Literacy:** SR: pgs. 2–14
Lesson 9			
Whole Group			
Read the Big Book: *What Do*	T318–T323	PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2)	*Push, Pull, Go* **TG:** L4 pgs. 76–83 INV A, LA 4A; INV B, SIS 4B, THS; SAQ 3, 7

Wheels Do All Day?		• Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions • When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces • A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)	**Literacy:** SR: pg. 10-14 **Digital Resources:** IWB: What We Know About Spinning and Twirling; SIM: Spinning *Push, Pull, Go* **TG:** L5 pgs. 90–100 INV A, SIS 5A; INV B; INV C; INV D, SIS 5D; SAQ 4 **Digital Resources:** IWB: Our Ideas About Force and Motion; Our Problems and How We Fixed Them; What We Know About Force and Motion; SIM: Motion Series

***California Journeys* – Grade K**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Small Group			
Vocabulary Reader: *My Bike*	T362–T363	PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions • When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces • A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)	*Push, Pull, Go* **TG:** L5 pgs. 90–100 INV A, SIS 5A; INV B; INV C; INV D, SIS 5D; SAQ 4 **Digital Resources:** IWB: Our Ideas About Force and Motion; Our Problems and How We Fixed Them; What We Know About Force and Motion; SIM: Motion Series
Leveled Reader: *In the City*	T368	PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions • When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1	*Push, Pull, Go* **TG:** L2 pgs. 50-56 INV A, SIS 2A, LA 2A, THS; SAQ 8 **Literacy:** SR: pgs. 4–5, 10-14 **Digital Resources:** SIM: Swing Set *Push, Pull, Go* **TG:** L5 pgs. 90–100 INV A, SIS 5A; INV B; INV C; INV D, SIS 5D; SAQ 4 **Digital Resources:** IWB: Our Ideas About Force and Motion; Our Problems and How We Fixed Them; What We Know About Force and Motion; SIM: Motion Series

Leveled Reader: *The Hay Ride*	T369	PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions • When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces • A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)	*Push, Pull, Go* **TG**: L5 pgs. 90–100 INV A, SIS 5A; INV B; INV C; INV D, SIS 5D; SAQ 4 **Literacy**: SR: pg. 4-5, 8-9, 12-14 **Digital Resources**: IWB: Our Ideas About Force and Motion; Our Problems and How We Fixed Them; What We Know About Force and Motion; SIM: Motion Series
Leveled Reader: *Going Fast*	T370	PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions • When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces • A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)	*Push, Pull, Go* **TG**: L5 pgs. 90–100 INV A, SIS 5A; INV B; INV C; INV D, SIS 5D; SAQ 4 **Literacy**: SR: pg. 8-9 **Digital Resources**: IWB: Our Id eas About Force and Motion; Our Problems and How We Fixed Them; What We Know About Force and Motion; SIM: Motion Series

***California Journeys* – Grade K**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *Going for a Hay Ride*	T371	PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions • When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces • A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)	*Push, Pull, Go* **TG:** L5 pgs. 90–100 INV A, SIS 5A; INV B; INV C; INV D, SIS 5D; SAQ 4 **Digital Resources:** IWB: Our Ideas About Force and Motion; Our Problems and How We Fixed Them; What We Know About Force and Motion; SIM: Motion Series
Teacher's Edition Unit 3			
Lesson 11			
Whole Group			
Read Aloud Book: *Every Season*	T14–T21	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions

Read the Big Book: *Jump into January*	T36–T41	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) ESS3.B: Natural Hazards • Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K- ESS3-2)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions *Weather and Sky* **TG:** L3 pgs. 86–98 INV A; INV B, THS; INV C, SIS 3C, LA 3C; SAQ 6, 10 **Literacy:** SR: pgs. 10, 15 **Digital Resources:** IWB: Dangerous Weather; Weather Safety; SIM: Rain Conditions

***California Journeys* – Grade K**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Small Group			
Vocabulary Reader: *Fun in July*	T80–T81	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Leveled Reader: *October Days*	T86	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Leveled Reader: *Fun All Year*	T87	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions

Leveled Reader: *June Vacation*	T88	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Leveled Reader: *A Year of Fun*	T89	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–10 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions

***California Journeys* – Grade K**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 12			
Whole Group			
Read Aloud Book: *Storm Is Coming!*	T108–T115	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) ESS3.B: Natural Hazards • Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K- ESS3-2)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions *Weather and Sky* **TG:** L3 pgs. 86–98 INV A; INV B, THS; INV C, SIS 3C, LA 3C; SAQ 6, 10 **Literacy:** SR: pgs. 10, 15 **Digital Resources:** IWB: Dangerous Weather; Weather Safety; SIM: Rain Conditions
Read the Big Book: *Snow*	T130–T135	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–11 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions

Informational Text: *How Water Changes*	T156–T159	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–10 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Small Group			
Vocabulary Reader: *Animals in the Snow*	T174–T175	ESS3.A: Natural Resources • 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)	*Weather and Sky* **TG:** L3 pgs. 86–98 INV A; INV B, THS; INV C, SIS 3C, LA 3C; SAQ 6, 10 **Literacy:** SR: pgs. 10, 15 **Digital Resources:** IWB: Dangerous Weather; Weather Safety; SIM: Rain Conditions
Leveled Reader: *Winter Vacation*	T180	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–11 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Leveled Reader: *Bears Through the Year*	T181	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–11 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions

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Leveled Reader: *No Snow!*	T182	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–11 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Leveled Reader: *Look at the Bears*	T183	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–10 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Lesson 13			
Whole Group			
Read Aloud Book: *A Zebra's World*	T202–T211	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–14 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1

Lesson 14			
Whole Group			
Read Aloud Book: *Home for a Tiger, Home for a Bear*	T296–T305	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–14 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1
Read the Big Book: *Turtle Splash!*	T318–T325	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–14 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1
Informational Text: *Where Animals Live*	T344–T346	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–14 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1

California Journeys – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	Carolina Biological Building Blocks of Science 3D
Lesson 15			
Whole Group			
Informational Text: *What Will the Weather Be Like?*	T438–T440	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Small Group			
Leveled Reader: *Rainy Day*	T463	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions
Leveled Reader: *The Storm*	T464	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions

Leveled Reader: *Rain Today*	T465	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	*Weather and Sky* **TG:** L2 pgs. 52–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; INV C, SIS 2C; INV D, SIS 2D; INV E, SIS 2E; SAQ 2, 3, 5 **Literacy:** SR: pgs. 6–14 **Digital Resources:** IWB: How Can I Describe the Weather?; Daily Weather Observations; Weekly Weather Graph; SIM: Precipitation; Cloud Cover, Wind Conditions

California Journeys – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	Carolina Biological Building Blocks of Science 3D
Teacher's Edition Unit 4			
Lesson 16			
Whole Group			
Read the Big Book: *What Is Science?*	T36–T43	ETS1.A: Defining and Delimiting an Engineering Problem • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) (secondary to K-ESS3-2)	*Weather and Sky* **TG:** L5 pgs. 124–133 INV A, SIS 5A; INV B, SIS 5B; INV C, SIS 5C; INV D; SAQ 4, 9 **Literacy:** SR: pg. 8 **Digital Resources:** IWB: Our Ideas About Weather; Our Problems and How We Fixed Them; The Sun's Effects on Objects; What We Know About Weather; SIM: Shadows; The Sun's Warming Effect
Lesson 17			
Small Group			
Leveled Reader: *Find the Bug*	T181	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?
Leveled Reader: *Look for Bugs*	T183	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1

Teacher's Edition Unit 5			
Lesson 22			
Whole Group			
Read Aloud Book: *A Tiger Grows Up*	T108–T117	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1
Lesson 23			
Small Group			
Vocabulary Reader: *The Flower*	T268–T269	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1

***California Journeys* – Grade K**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 24			
Whole Group			
Read Aloud Book: *Red Eyes or Blue Feathers*	T296–T305	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?
Read the Big Book: *Chameleon, Chameleon*	T318–T325	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?
Informational Text: *Amazing Animal Bodies*	T344–T346	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?
Small Group			
Vocabulary Reader: *The Lion*	T362–T363	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?

Leveled Reader: *Bugs for Dinner*	T368	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1
Leveled Reader: *Feeding Our Pets*	T369	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1
Leveled Reader: *What Animals Eat*	T370	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1
Leveled Reader: *Pets at School*	T371	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?

***California Journeys* – Grade K**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 25			
Whole Group			
Read Aloud Book: *Bread Comes to Life*	T390–T397	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?
Read the Big Book: *Pie in the Sky*	T412–T419	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L1 pgs. 30–42 INV A, Plant Journal Sheet, THS; INV B; INV C; INV D, SIS 1D; SAQ 1, 3 **Digital Resources:** IWB: Living vs. Nonliving; What Do All Living Things Do?
Informational Text: *From Apple Tree to Store*	T440–T443	LS1.C: Organization for Matter and Energy Flow in Organisms • 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)	*Living Things and Their Needs* **TG:** L2 pgs. 50–60 INV A, Plant Journal Sheet, Plant Data Sheet; INV B, SIS 2B, LA 2B; INV C; SAQ 2, 3, 4 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: What Do All Living Things Do?; What Do Plants Need to Grow Well?; SIM: Factors of Plant Growth Part 1

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Teacher's Edition Unit 1			
Lesson 2			
Whole Group			
Read the Anchor Text: *The Storm*	T120–T126	PS4.A Wave Properties • Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)	*Light and Sound Waves* **TG:** L2 pgs. 48–59 INV A, SIS 2A; INV B, LA 2B; INV C, SIS 2C; SAQ 5, 6 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Vibrations on a Drum
Teacher's Edition Unit 2			
Lesson 7			
Whole Group			
Teacher Read Aloud: *Prairie Dogs*	T112–T113	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Read the Anchor Text: *How Animals Communicate*	T122–T130	LS1.A Structure and Function • 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. (1-LS1-1) LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) LS3.A Inheritance of Traits • Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 4, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies *Exploring Organisms* **TG:** L4 pgs. 92–103 INV A, SIS 4A; INV B, SIS 4B, THS; INV C, LA 4C; SAQ 1, 3, 9 **Literacy:** SR: pgs. 8–10 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Organism Growth

Connect to the Topic: Informational Text: *Insect Messages*	T160–T161	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Small Group			
Vocabulary Reader: *Animal Talk*	T182–T183	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *Dogs* (Struggling Readers)	T188	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Animals at Night* (On Level)	T189	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Dog Talk* (Advanced)	T190	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving

		• Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Busy Animals at Night* (ELL)	T191	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 10			
Whole Group			
Teacher Read Aloud: *Chipper Chips In*	T406–T407	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Teacher's Edition Unit 3			
Lesson 11			
Whole Group			
Read the Anchor Text: *At Home in the Ocean*	T24–T32	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13 *Exploring Organisms* **TG:** L5 pgs. 114–125

			INV A, SIS 5A; INV B, SIS 5B; INV C; SAQ 4, 12 **Literacy:** SR: pgs. 11–13
Small Group			
Vocabulary Reader: *Shark*	T84–T85	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *In the Sea* (Struggling Readers)	T90	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Coral Reefs* (On Level)	T91	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *The Amazing Octopus* (Advanced)	T92	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving

		information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Life in the Coral Reefs* (ELL)	T93	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

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Lesson 12			
Whole Group			
Teacher Read Aloud: *Turtle, Frog, and Rat*	T112–T113	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Read the Anchor Text: *How Leopard Got His Spots*	T122–T131	LS1.A Structure and Function • 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. (1-LS1-1) 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)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Connect to the Topic: Informational Text: *The Rain Forest*	T162–T163	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

Small Group			
Vocabulary Reader: *Spots*	T184–T185	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Giraffe's Neck* (Struggling Readers)	T190	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

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Lesson 13			
Whole Group			
Teacher Read Aloud: *The Prickly Pride of Texas*	T212–T213	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving
Connect to the Topic: Informational Text: *Four Seasons for Animals*	T262–T267	LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Small Group			
Vocabulary Reader: *Ducks*	T288–T289	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

Leveled Reader: *Winter* (Struggling Readers)	T294	LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Fall Changes* (On Level)	T295	ESS1.B Earth and the Solar System • Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	*Sky Watchers* **TG:** L3 pgs. 80–89 INV A, SIS 3A; INV B, SIS 3B, LA 3B; SAQ 2, 10 **Literacy:** SR: pgs. 10–13 **Digital Resources:** IWB: Seasons; Our Plan to Investigate Daylight Patterns; Sunrise and Sunset Data; SIM: Earth's Rotation
Leveled Reader: *Seasons Around the World* (Advanced)	T296	ESS1.B Earth and the Solar System • Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	*Sky Watchers* **TG:** L3 pgs. 80–89 INV A, SIS 3A; INV B, SIS 3B, LA 3B; SAQ 2, 10 **Literacy:** SR: pgs. 10–13 **Digital Resources:** IWB: Seasons; Our Plan to Investigate Daylight Patterns; Sunrise and Sunset Data; SIM: Earth's Rotation
Leveled Reader: *In the Fall* (ELL)	T297	ESS1.B Earth and the Solar System • Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	*Sky Watchers* **TG:** L3 pgs. 80–89 INV A, SIS 3A; INV B, SIS 3B, LA 3B; SAQ 2, 10 **Literacy:** SR: pgs. 10–13 **Digital Resources:** IWB: Seasons; Our Plan to Investigate Daylight Patterns; Sunrise and Sunset Data; SIM: Earth's Rotation

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	Carolina Biological Building Blocks of Science 3D
Lesson 14			
Whole Group			
Teacher Read Aloud: *The Tortoise and the Hare*	T316–T317	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving
Small Group			
Vocabulary Reader: *Desert Animals*	T390–T391	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Izzy's Move* (Struggling Readers)	T396	LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

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Lesson 15			
Whole Group			
Read the Anchor Text: *Animal Groups*	T428–T438	LS1.A Structure and Function • 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. (1-LS1-1) LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) LS3.A Inheritance of Traits • Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) LS3.B Variation of Traits • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies *Exploring Organisms* **TG:** L4 pgs. 92–103 INV A, SIS 4A; INV B, SIS 4B, THS; INV C, LA 4C; SAQ 1, 3, 9 **Literacy:** SR: pgs. 8–10 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Organism Growth

Connect to the Topic: Play: *Animal Picnic*	T468–T469	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Small Group			
Vocabulary Reader: *Animals*	T494–T495	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Making a Home* (Struggling Readers)	T500	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13 *Exploring Organisms* **TG:** L5 pgs. 114–125 INV A, SIS 5A; INV B, SIS 5B; INV C; SAQ 4, 12 **Literacy:** SR: pgs. 11–13

Leveled Reader: *All About Bats* (On Level)	T501	LS1.A Structure and Function • 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. (1-LS1-1) LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13 *Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies

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Leveled Reader: *Bald Eagles* (Advanced)	T502	LS1.A Structure and Function • 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. (1-LS1-1) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *Many Kinds of Bats* (ELL)	T503	LS1.A Structure and Function • 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. (1-LS1-1) LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies

Teacher's Edition Unit 4			
Lesson 16			
Whole Group			
Teacher Read Aloud: *One Giant Leap*	T14–T15	PS4.C Information Technologies and Instrumentation • People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4) ETS1.A Defining and Delimiting an Engineering Problem • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) (secondary to KPS2-2)	*Light and Sound Waves* **TG:** L6 pgs. 124–133 INV A; INV B, SIS 6B; INV C; SAQ 9
Read the Anchor Text: *Let's Go to the Moon!*	T24–T35	ESS1.A The Universe and Its Stars • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)	*Sky Watchers* **TG:** L4 pgs. 100–110 INV A, SIS 4A, LA 4A; INV B, SIS 4B; SAQ 4, 5, 7, 9 **Literacy:** SR: pgs. 3, 8–9, 15 **Digital Resources:** IWB: Phases of the Moon; SIM: Phases of the Moon; Sun, Earth, Moon

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Connect to the Topic: Informational Text: *Mae Jemison*	T66–T67	ESS1.A The Universe and Its Stars • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)	*Sky Watchers* **TG:** L4 pgs. 100–110 INV A, SIS 4A, LA 4A; INV B, SIS 4B; SAQ 4, 5, 7, 9 **Literacy:** SR: pgs. 3, 8–9, 15 **Digital Resources:** IWB: Phases of the Moon; SIM: Phases of the Moon; Sun, Earth, Moon
Small Group			
Vocabulary Reader: *In the Sky*	T88–T89	ESS1.A The Universe and Its Stars • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) ESS1.B • Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	*Sky Watchers* **TG:** L5 pgs. 124–131 INV A, SIS 5A; INV B **Literacy:** SR: pgs. 2–14 **Digital Resources:** IWB: Our Ideas About Objects in the Sky; Where Can the Sun Be Seen?; Comparing Daytime and Nighttime Sky Patterns; What We Know About Objects in the Sky
Leveled Reader: *The Sun* (Struggling Readers)	T94	LS1.A Structure and Function • 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. (1-LS1-1) ESS1.A The Universe and Its Stars • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) ESS1.B Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13 *Sky Watchers* **TG:** L1 pgs. 32–44 INV A, THS; INV B, SIS 1B; INV C, SIS 1C; SAQ 1, 3, 7, 9 **Literacy:** SR: pgs. 2–7 **Digital Resources:** IWB: Our Ideas About Objects in the Sky; Where Can the Sun Be Seen?; Comparing Daytime and Nighttime Sky Patterns; SIM: Daytime/ Nighttime; Shadows

Leveled Reader: *Seasons* (On Level)	T95	ESS1.A The Universe and its Stars • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) ESS1.B Earth and the Solar System • Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	*Sky Watchers* **TG:** L3 pgs. 80–89 INV A, SIS 3A; INV B, SIS 3B, LA 3B; SAQ 2, 10 **Literacy:** SR: pgs. 10–13 **Digital Resources:** IWB: Seasons; Our Plan to Investigate Daylight Patterns; Sunrise and Sunset Data; SIM: Earth's Rotation
Leveled Reader: *The Seasons of the Year* (ELL)	T97	ESS1.A The Universe and its Stars • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) ESS1.B Earth and the Solar System • Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	*Sky Watchers* **TG:** L3 pgs. 80–89 INV A, SIS 3A; INV B, SIS 3B, LA 3B; SAQ 2, 10 **Literacy:** SR: pgs. 10–13 **Digital Resources:** IWB: Seasons; Our Plan to Investigate Daylight Patterns; Sunrise and Sunset Data; SIM: Earth's Rotation

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Lesson 18			
Whole Group			
Connect to the Topic: Fairy Tale: *Jack and The Beanstalk*	T270–T271	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving
Small Group			
Vocabulary Reader: *My Favorite Foods*	T292–T293	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving
Leveled Reader: *A World of Food* (Advanced)	T300	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving

Teacher's Edition Unit 5			
Lesson 21			
Whole Group			
Read the Anchor: *The Garden* from *Frog and Toad Together*	T24–T32	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving
Connect to the Topic: Informational Text: *Garden Good Guys*	T62–T63	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Small Group			
Vocabulary Reader: *Trees*	T84–T85	LS1.A Structure and Function • 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. (1-LS1-1) LS3.A Inheritance of Traits • Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) LS3.B Variation of Traits • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L4 pgs. 92–103 INV A, SIS 4A; INV B, SIS 4B, THS; INV C, LA 4C; SAQ 1, 3, 9 **Literacy:** SR: pgs. 8–10 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Organism Growth
Leveled Reader: *A Seed for Sid* (Struggling Readers)	T90	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving

Lesson 22			
Whole Group			
Read the Anchor Text: *Amazing Animals*	T122–T132	LS1.A Structure and Function • 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. (1-LS1-1) LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) LS3.A Inheritance of Traits • Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) LS3.B Variation of Traits • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13 *Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies *Exploring Organisms* **TG:** L4 pgs. 92–103 INV A, SIS 4A; INV B, SIS 4B, THS; INV C, LA 4C; SAQ 1, 3, 9 **Literacy:** SR: pgs. 8–10 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Organism Growth

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Connect to the Topic: Folktale: *The Ugly Duckling*	T162–T163	LS3.A Inheritance of Traits • Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) LS3.B Variation of Traits • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)	*Exploring Organisms* **TG:** L4 pgs. 92–103 INV A, SIS 4A; INV B, SIS 4B, THS; INV C, LA 4C; SAQ 1, 3, 9 **Literacy:** SR: pgs. 8–10 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Organism Growth
Small Group			
Vocabulary Reader: *Baby Birds*	T184–T185	LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies
Leveled Reader: *Animal Homes* (Struggling Readers)	T190	LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving

Leveled Reader: *Baby Kangaroos* (On Level)	T191	LS1.A Structure and Function • 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. (1-LS1-1) LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *How Animals Move* (Advanced)	T192	LS1.A Structure and Function • 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. (1-LS1-1) LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13 *Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies
Leveled Reader: *Tiny Baby Kangaroos* (ELL)	T193	LS1.A Structure and Function • 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. (1-LS1-1) LS1.B Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13 *Exploring Organisms* **TG:** L3 pgs. 74–80 INV A, SIS 3A, LA 3A; SAQ 5, 6, 8, 11 **Literacy:** SR: pgs. 3–5, 7 **Digital Resources:** IWB: Ways Parents Care for Babies
Lesson 24			
Whole Group			

Read the Anchor Text: *A Tree Is a Plant*	T324–T338	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving
Connect to the Topic: Informational Text: *Grow, Apples, Grow!*	T368–T369	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving

***California Journeys* – Grade 1**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Small Group			
Vocabulary Reader: *Worms*	T390–T391	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving
Leveled Reader: *An Acorn Grows* (Struggling Readers)	T396	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Leveled Reader: *From Pit to Plum* (On Level)	T397	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving *Exploring Organisms* **TG:** L4 pgs. 92–103 INV A, SIS 4A; INV B, SIS 4B, THS; INV C, LA 4C; SAQ 1, 3, 9 **Literacy:** SR: pgs. 8–10 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Organism Growth

Leveled Reader: *The Story of a Rose* (Advanced)	T398	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L1 pgs. 32–45 INV A; INV B, SIS 1B; INV C; INV D, SIS 1D; SAQ 2, 7, 10 **Literacy:** SR: pgs. 2, 6 **Digital Resources:** IWB: Animal and Plant Needs; Living vs. Nonliving
Leveled Reader: *A Plum Grows* (ELL)	T399	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13
Teacher's Edition Unit 6			
Lesson 29			
Small Group			
Vocabulary Reader: *Butterflies*	T386–T387	LS1.A Structure and Function • 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. (1-LS1-1)	*Exploring Organisms* **TG:** L2 pgs. 52–65 INV A, SIS 2A; INV B; INV C, SIS 2C, LA 2C; SAQ 2, 4, 12 **Literacy:** SR: pgs. 11–13

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Teacher's Edition Unit 1			
Lesson 4			
Whole Group			
Teacher Read Aloud: *Bats: Beastly or Beautiful?*	T306–T307	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Teacher's Edition Unit 2			
Lesson 6			
Whole Group			
Teacher Read Aloud: *City Life is for the Birds*	T14–T15	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Read the Anchor Text: *Animals Building Homes*	T24–T33	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)	*Ecosystem Diversity* **TG:** L4 pgs. 88–100 INV A, SIS 4A; INV B; INV C, THS; SAQ 2, 6, 10 **Digital Resources:** IWB: Pill Bug Preferences
Connect to the Topic: Informational Text: *Whose Home Is This?*	T60–T63	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map

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Small Group			
Vocabulary Reader: *Amazing Nests*	T84–T85	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)	*Ecosystem Diversity* **TG:** L4 pgs. 88–100 INV A, SIS 4A; INV B; INV C, THS; SAQ 2, 6, 10 **Digital Resources:** IWB: Pill Bug Preferences
Leveled Reader: *A Busy Beaver* (Struggling Readers)	T90	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Leveled Reader: *Busy Bees* (On Level)	T91	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)	*Ecosystem Diversity* **TG:** L3 pgs. 74–82 INV A, LS 3A; INV B, LA 3B; SAQ 5, 8 **Digital Resources:** SIM: Bee Pollination
Leveled Reader: *The Lives of Ants* (Advanced)	T92	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)	*Ecosystem Diversity* **TG:** L4 pgs. 88–100 INV A, SIS 4A; INV B; INV C, THS; SAQ 2, 6, 10 **Digital Resources:** IWB: Pill Bug Preferences
Leveled Reader: *Bees at Work* (ELL)	T93	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)	*Ecosystem Diversity* **TG:** L3 pgs. 74–82 INV A, LS 3A; INV B, LA 3B; SAQ 5, 8 **Digital Resources:** SIM: Bee Pollination

Lesson 7			
Whole Group			
Read the Anchor Text: *The Ugly Vegetables*	T122–T135	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map *Ecosystem Diversity* **TG:** L2 pgs. 54–62 INV A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 1, 3, 4, 7, 9 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Plant Life Cycle
Connect to the Topic: Informational Text: *They Really Are Giant!*	T164–T165	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Small Group			
Vocabulary Reader: *The Three Sisters*	T186–T187	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map

California Journeys – Grade 2	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	Carolina Biological Building Blocks of Science 3D
Lesson 8			
Whole Group			
Teacher Read Aloud: *Floods: Dangerous Water*	T214–T215	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	*Earth Materials* **TG:** L5 pgs. 158–174 INV A, SIS 5A; INV B, SIS 5B, LA 5B; INV C; SAQ 9, 10, 11 **Literacy:** SR: pgs. 5, 10–13 **Digital Resources:** IWB: Changes to the Land; Landforms and Bodies of Water; SIM: Canyon Formation; Glacier Formation
Read the Anchor Text: *Super Storms*	T224–T233	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	*Earth Materials* **TG:** L5 pgs. 158–174 INV A, SIS 5A; INV B, SIS 5B, LA 5B; INV C; SAQ 9, 10, 11 **Literacy:** SR: pgs. 5, 10–13 **Digital Resources:** IWB: Changes to the Land; Landforms and Bodies of Water; SIM: Canyon Formation; Glacier Formation
Connect to the Topic: Poetry: *Weather Poems*	T262–T263	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	*Earth Materials* **TG:** L5 pgs. 158–174 INV A, SIS 5A; INV B, SIS 5B, LA 5B; INV C; SAQ 9, 10, 11 **Literacy:** SR: pgs. 5, 10–13 **Digital Resources:** IWB: Changes to the Land; Landforms and Bodies of Water; SIM: Canyon Formation; Glacier Formation

Small Group			
Vocabulary Reader: *Let It Rain!*	T284–T285	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	*Earth Materials* **TG:** L5 pgs. 158–174 INV A, SIS 5A; INV B, SIS 5B, LA 5B; INV C; SAQ 9, 10, 11 **Literacy:** SR: pgs. 5, 10–13 **Digital Resources:** IWB: Changes to the Land; Landforms and Bodies of Water; SIM: Canyon Formation; Glacier Formation
Leveled Reader: *A Snowy Day* (Struggling Readers)	T290	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	*Earth Materials* **TG:** L5 pgs. 158–174 INV A, SIS 5A; INV B, SIS 5B, LA 5B; INV C; SAQ 9, 10, 11 **Literacy:** SR: pgs. 5, 10–13 **Digital Resources:** IWB: Changes to the Land; Landforms and Bodies of Water; SIM: Canyon Formation; Glacier Formation
Leveled Reader: *What Is in the Wind? (On Level)*	T291	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) ESS2.A: Earth Materials and Systems • Wind and water can change the shape of the land. (2-ESS2-1)	*Earth Materials* **TG:** L3 pgs. 96–111 INV A, LS 3A; INV B, LA 3B; INV C, SIS 3C.1, SIS 3C.2; INV D, SIS 3D; SAQ 5, 10 **Literacy:** SR: pgs. 12–13 **Digital Resources:** IWB: Our Ideas About Sand; Properties of Dry and Wet Sand; SIM: Erosion; Weathering *Earth Materials* **TG:** L5 pgs. 158–174 INV A, SIS 5A; INV B, SIS 5B, LA 5B; INV C; SAQ 9, 10, 11 **Literacy:** SR: pgs. 5, 10–13 **Digital Resources:** IWB: Changes to the Land; Landforms and Bodies of Water;SIM: Canyon Formation; Glacier Formation

Leveled Reader: *Lessons About Lightning* (Advanced)	T292	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	*Earth Materials* **TG:** L5 pgs. 158–174 INV A, SIS 5A; INV B, SIS 5B, LA 5B; INV C; SAQ 9, 10, 11 **Literacy:** SR: pgs. 5, 10–13 **Digital Resources:** IWB: Changes to the Land; Landforms and Bodies of Water; SIM: Canyon Formation; Glacier Formation

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Leveled Reader: *The Wind* (ELL)	T293	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) ESS2.A: Earth Materials and Systems • Wind and water can change the shape of the land. (2-ESS2-1)	*Earth Materials* **TG:** L3 pgs. 96–111 INV A, LS 3A; INV B, LA 3B; INV C, SIS 3C.1, SIS 3C.2; INV D, SIS 3D; SAQ 5, 10 **Literacy:** SR: pgs. 12–13 **Digital Resources:** IWB: Our Ideas About Sand; Properties of Dry and Wet Sand; SIM: Erosion; Weathering *Earth Materials* **TG:** L4 pgs. 132–143 INV A; INV B, SIS 4B; INV C, SIS 4C; SAQ 6, 8, 10, 12 **Literacy:** SR: pgs. 7, 12–13 **Digital Resources:** IWB: Our Ideas About Soil; Comparing Sand and Soil; SIM: Soil Erosion

Lesson 10 **Whole Group**			
Teacher Reader Aloud: *Sharks on the Run!*	T414–T415	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Read the Anchor Text: *Jellies: The Life of Jellyfish*	T424–T435	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Small Group			
Vocabulary Reader: *Coral Reefs*	T488	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Leveled Reader: *Animals at the Aquarium* (Struggling Readers)	T494	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map

Leveled Reader: *Life in Tide Pools* (On Level)	T495	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Leveled Reader: *Bottlenose Dolphins* (Advanced)	T496	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Leveled Reader: *Tide Pools* (ELL)	T497	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map *Ecosystem Diversity* **TG:** L5 pgs. 112–119 INV A; LS 5A, SIS 5A; INV B; SAQ 11 **Digital Resources:** SIM: Pollution

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Teacher's Edition Unit 3			
Lesson 13			
Small Group			
Leveled Reader: *A School in a Garden* (Advanced)	T284	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L2 pgs. 54–62 INV A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 1, 3, 4, 7, 9 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Plant Life Cycle
Lesson 14			
Whole Group			
Teacher Read Aloud: *Whale of a Lesson*	T304–T305	LS4.D Biodiversity and Humans • 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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Teacher's Edition Unit 4			
Lesson 19			
Whole Group			
Teacher Read Aloud: *Wild Friends, Wow!*	T314–T315	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Teacher's Edition Unit 5			
Lesson 21			
Whole Group			

Read the Anchor Text: *Penguin Chick*	T24–T35	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Connect to the Topic: Informational Text: *Emperor Penguins*	T64–T65	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Small Group			
Vocabulary Reader: *Antarctic Animals*	T86–T87	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map

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Leveled Reader: *Penguins* (Struggling Readers)	T92	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Leveled Reader: *McMurdo Station* (Advanced)	T94	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)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Lesson 25			
Whole Group			
Teacher Read Aloud: *Johnny Appleseed and His Apples*	T414–T415	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L2 pgs. 54–62 INV A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 1, 3, 4, 7, 9 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Plant Life Cycle
Read the Anchor Text: *How Do Plants Change and Grow?*	T424–T433	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L2 pgs. 54–62 INV A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 1, 3, 4, 7, 9 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Plant Life Cycle

Connect to the Topic: Informational Text: *Super Soil*	T460–T461	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Small Group			
Vocabulary Reader: *Grow a Bean Plant*	T486–T487	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map
Leveled Reader: *Plant and Animal Partners* (Struggling Readers)	T492	LS2.A Interdependent Relationships in Ecosystems • Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)	*Ecosystem Diversity* **TG:** L3 pgs. 74–82 INV A, LS 3A; INV B, LA 3B; SAQ 5, 8 **Digital Resources:** SIM: Bee Pollination
Leveled Reader: *The Life Cycle of a Tree* (On Level)	T493	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L2 pgs. 54–62 INV A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 1, 3, 4, 7, 9 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Plant Life Cycle *Ecosystem Diversity* **TG:** L3 pgs. 74–82 INV A, LS 3A; INV B, LA 3B; SAQ 5, 8 **Digital Resources:** SIM: Bee Pollination

***California Journeys* – Grade 2**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *Desert Plants* (Advanced)	T494	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L1 pgs. 32–44 INV A; INV B, LS 1B; INV C, SIS 1C; SAQ 1, 2, 3, 6, 7, 9, 12 **Literacy:** SR: pgs. 2–13 **Digital Resources:** IWB: Living Things Matrix; Basic Needs of Living Things Map *Ecosystem Diversity* **TG:** L2 pgs. 54–62 INV A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 1, 3, 4, 7, 9 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Plant Life Cycle
Leveled Reader: *How a Tree Grows* (ELL)	T495	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	*Ecosystem Diversity* **TG:** L2 pgs. 54–62 INV A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 1, 3, 4, 7, 9 **Digital Resources:** SIM: Factors of Plant Growth, Part 1; Plant Life Cycle *Ecosystem Diversity* **TG:** L3 pgs. 74–82 INV A, LS 3A; INV B, LA 3B; SAQ 5, 8 **Digital Resources:** SIM: Bee Pollination

Teacher's Edition Unit 6			
Lesson 27			
Whole Group			
Teacher Read Aloud: *Epperson's Icicle*	T114–T115	PS1.A Structure and Properties of Matter. • Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1) PS1.B Chemical Reactions • Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)	*Matter* **TG:** L2 pgs. 50–66 INV A, SIS 2A; INV B; INV C, LA 2C; INV D; SAQ 2, 4 **Literacy:** SR: pgs. 2–6, 8–11 **Digital Resources:** IWB: Water's Three States of Matter; SIM: Water Conservation; Matter Particles

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Teacher's Edition Unit 1			
Lesson 3			
Small Group			
Vocabulary Reader: *Animals in Danger!*	T266–T267	LS2.C Ecosystem Dynamics, Functioning, and Resilience • 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 to 3-LS4-4) LS4.A Evidence of Common Ancestry and Diversity • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K–2) ()	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef
Teacher's Edition Unit 2			
Lesson 6			
Whole Group			
Read the Anchor Text: *Bat Loves the Night*	T22–T30	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef

Connect to the Topic: *A Bat is Born*	T54–T55	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS3.A Inheritance of Traits • Many characteristics of organisms are inherited from their parents. (3-LS3-1)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly *Life in Ecosystems* **TG:** L2 pgs. 68–79 INV A, SIS 2A, LA 2A; INV B, SIS 2B; SAQ 5, 11 **Literacy:** SR: pgs. 10–11 **Digital Resources:** IWB: Class Inherited Traits; SIM: Trait Variation

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Small Group			
Vocabulary Reader: *Night time Animals*	T76–T77	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 9, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef
Leveled Reader: *Chased by a Bat!* (Struggling Readers)	T82	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef
Leveled Reader: *A Sound in the Ground* (On Level)	T83	LS2.D Social Interactions and Group Behavior • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3- LS2-1)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Leveled Reader: *The Elephants* (ELL)	T85	LS2.D Social Interactions and Group Behavior • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3- LS2-1)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–15

			Digital Resources: IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Lesson 8			
Whole Group			
Teacher Read Aloud: *Sweet Berries*	T196–T197	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef
Small Group			
Vocabulary Reader: *All About Grass*	T262–T263	LS3.B Variation of Traits • Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) • The environment also affects the traits that an organism develops. (3-LS3-2)	*Life in Ecosystems* **TG:** L2 pgs. 68–79 INV A, SIS 2A, LA 2A; INV B, SIS 2B; SAQ 5, 11 **Literacy:** SR: pgs. 10–11 **Digital Resources:** IWB: Class Inherited Traits; SIM: Trait Variation *Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation

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Teacher's Edition Unit 3			
Lesson 11			
Whole Group			
Connect to the Topic: *Science for Sports Fans*	T52–T53	PS2.B Types of Interactions • Objects in contact exert forces on each other. (3-PS2-1)	*Forces and Interactions* **TG:** L1 pgs. 32–47 INV A, SIS 1A; INV B; INV C, SIS 1C; SAQ 1, 2, 4, 8, 11 **Literacy:** SR: pgs. 4, 8 **Digital Resources:** SIM: Balance; Balance an Unknown; Tug-of-War
Lesson 12			
Whole Group			
Connect to the Topic: *Goodness Grows in Gardens*	T146–T147	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly *Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation

Small Group			
Vocabulary Reader: *How Does Food Grow?*	T168–T169	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Teacher's Edition Unit 4			
Lesson 16			
Whole Group			
Teacher Read Aloud: *Counting Cans*	T14–T15	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)	*Weather and Climate Patterns* **TG:** L5 pgs. 172–182 INV A, SIS 5A; INV B, SIS 5B.1, SIS 5B.2 **Digital Resources:** IWB: Impacts of Weather Hazards; Our Ideas About Weather; Our Ideas About Climate; What We Know About Weather and Climate
Small Group			
Vocabulary Reader: *Recycle, Reuse, and Reduce*	T82–T83	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)	*Weather and Climate Patterns* **TG:** L5 pgs. 172–182 INV A, SIS 5A; INV B, SIS 5B.1, SIS 5B.2 **Digital Resources:** IWB: Impacts of Weather Hazards; Our Ideas About Weather; Our Ideas About Climate; What We Know About Weather and Climate

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Leveled Reader: *The Recycling Contest* (Struggling Readers)	T88	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)	*Weather and Climate Patterns* **TG:** L5 pgs. 172–182 INV A, SIS 5A; INV B, SIS 5B.1, SIS 5B.2 **Digital Resources:** IWB: Impacts of Weather Hazards; Our Ideas About Weather; Our Ideas About Climate; What We Know About Weather and Climate
Leveled Reader: *Joy's Planet Patrol Plan* (On Level)	T89	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)	*Weather and Climate Patterns* **TG:** L5 pgs. 172–182 INV A, SIS 5A; INV B, SIS 5B.1, SIS 5B.2 **Digital Resources:** IWB: Impacts of Weather Hazards; Our Ideas About Weather; Our Ideas About Climate; What We Know About Weather and Climate
Leveled Reader: *Cezar's Pollution Solution* (Advanced)	T90	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)	*Weather and Climate Patterns* **TG:** L5 pgs. 172–182 INV A, SIS 5A; INV B, SIS 5B.1, SIS 5B.2 **Digital Resources:** IWB: Impacts of Weather Hazards; Our Ideas About Weather; Our Ideas About Climate; What We Know About Weather and Climate
Leveled Reader: *The Green Team* (ELL)	T91	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)	*Weather and Climate Patterns* **TG:** L5 pgs. 172–182 INV A, SIS 5A; INV B, SIS 5B.1, SIS 5B.2 **Digital Resources:** IWB: Impacts of Weather Hazards; Our Ideas About Weather; Our Ideas About Climate; What We Know About Weather and Climate
Lesson 17			
Whole Group			
Read the Anchor Text: *The*	T118–T128	LS4.A Evidence of Common Ancestry and Diversity • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14

Albertosaurus Mystery		• Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)	**Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation
Connect to the Topic: *Finding Fossils for Fun*	T152–T153	LS4.A Evidence of Common Ancestry and Diversity • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) • Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation

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Small Group			
Vocabulary Reader: *Meet Dino Sue!*	T174–T175	LS4.A Evidence of Common Ancestry and Diversity • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) • Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation
Leveled Reader: *Uncovering the Past* (Struggling Readers)	T180	LS4.A Evidence of Common Ancestry and Diversity • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) • Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation
Leveled Reader: *Mysteries from Long Ago* (On Level)	T181	LS4.A Evidence of Common Ancestry and Diversity • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) • Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation

Leveled Reader: *The Man Who Digs Dinosaurs* (Advanced)	T182	LS4.A Evidence of Common Ancestry and Diversity • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) • Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation
Leveled Reader: *Learning from Fossils* (ELL)	T183	LS4.A Evidence of Common Ancestry and Diversity • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) • Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation

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Lesson 18			
Whole Group			
Read the Anchor Text: *A Tree is Growing*	T210–T222	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Small Group			
Leveled Reader: *Daffodil Spring* (Struggling Readers)	T274	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	L*ife in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly *Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation

Leveled Reader: *Wind in the Pines* (On Level)	T275	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS3.B Variation of Traits • Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) • The environment also affects the traits that an organism develops. (3-LS3-2)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly *Life in Ecosystems* **TG:** L2 pgs. 68–79 INV A, SIS 2A, LA 2A; INV B, SIS 2B; SAQ 5, 11 **Literacy:** SR: pgs. 10–11 **Digital Resources:** IWB: Class Inherited Traits; SIM: Trait Variation
Leveled Reader: *The Power of Corn* (Advanced)	T276	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Leveled Reader: All *About Pines* (ELL)	T277	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS3.B Variation of Traits • Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) • The environment also affects the traits that an organism develops. (3-LS3-2)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly

			Life in Ecosystems **TG:** L2 pgs. 68–79 INV A, SIS 2A, LA 2A; INV B, SIS 2B; SAQ 5, 11 **Literacy:** SR: pgs. 10–11 **Digital Resources:** IWB: Class Inherited Traits; SIM: Trait Variation

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Lesson 19			
Whole Group			
Connect to the Topic: *Whose Land Is It?*	T338–T339	LS2.C Ecosystem Dynamics, Functioning, and Resilience • 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 to 3-LS4-4) LS4.D Biodiversity and Humans • Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef
Lesson 20			
Whole Group			
Teacher Read Aloud: *Clever Colonies*	T388–T389	LS2.D Social Interactions and Group Behavior • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3- LS2-1)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Read the Anchor Text: *Life on the Ice*	T396–T405	ESS2.D Weather and Climate • Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1) • Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)	*Weather and Climate Patterns* **TG:** L1 pgs. 32–45 INV A, SIS 1A; INV B, SIS 1B, THS; INV C, SIS 1C; SAQ 1, 3, 5, 9 **Literacy:** SR: pgs. 2–9, 14–15 **Digital Resources:** IWB: Our Ideas About Weather; Seasons; SIM: Air Pressure; Earth's Revolution; Earth's Rotation; Rain Gauge *Weather and Climate Patterns* **TG:** L3 pgs. 102–115

			INV A, SIS 3A, LA 3A; INV B, SIS 3B; INV C, SIS 3C; SAQ 7, 12, 13, 14, 15 **Literacy:** SR: pgs. 10–13 **Digital Resources:** IWB: Our Ideas About Climate; SIM: Earth's Rotation; Earth's Revolution; Land Breezes and Sea Breezes
Connect to the Topic: *The Raven: An Inuit Myth*	T430–T431	ESS2.D Weather and Climate • Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)	*Weather and Climate Patterns* **TG:** L3 pgs. 102–115 INV A, SIS 3A, LA 3A; INV B, SIS 3B; INV C, SIS 3C; SAQ 7, 12, 13, 14, 15 **Literacy:** SR: pgs. 10–13 **Digital Resources:** IWB: Our Ideas About Climate; SIM: Earth's Rotation; Earth's Revolution; Land Breezes and Sea Breezes
Small Group			
Vocabulary Reader: *Emperor Penguins*	T456–T457	LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 6-7, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Leveled Reader: *Watch Out! Polar Bears! (Struggling Readers)*	T462	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 6-7, 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation

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Leveled Reader:: *Beating the Heat (On Level)*	T463	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L4 pgs. 130–143 INV A, SIS 4A, LA 4A; INV B, SIS 4B.1, SIS 4B.2, SIS 4B.3; SAQ 7, 9, 10, 14 **Literacy:** SR: pgs. 12–13, 15 **Digital Resources:** IWB: Environmental Factors and Plant Growth; Organisms' Needs; SIM: Factors of Plant Growth; Phototropism; Fossil Formation
Leveled Reader: *Staying Cool in the Heat* (ELL)	T465	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–7, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef
Teacher's Edition Unit 5			
Lesson 22			
Small Group			
Leveled Reader: *Monarchs on the Move* (Struggling Readers)	T174	LS2.C Ecosystem Dynamics, Functioning, and Resilience • 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 to 3-LS4-4) LS2.D Social Interactions and Group Behavior • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3- LS2-1)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef *Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3

			Literacy: SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Leveled Reader: *Fish on the Move* (On Level)	T175	LS2.C Ecosystem Dynamics, Functioning, and Resilience • 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 to 3-LS4-4) LS2.D Social Interactions and Group Behavior • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3- LS2-1)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef *Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly
Leveled Reader: *Rescuing the Whooping Crane* (Advanced)	T176	LS2.C Ecosystem Dynamics, Functioning, and Resilience • 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 to 3-LS4-4)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef

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Leveled Reader: *Fish That Migrate* (ELL)	T177	LS2.C Ecosystem Dynamics, Functioning, and Resilience • 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 to 3-LS4-4) LS2.D Social Interactions and Group Behavior • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3-LS2-1)	*Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef *Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly

Lesson 24			
Small Group			
Vocabulary Reader: *Sea Lions*	T354–T355	LS2.D Social Interactions and Group Behavior • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3- LS2-1) LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	*Life in Ecosystems* **TG:** L1 pgs. 32–50 INV A, SIS 1A; INV B, SIS 1B.1, SIS 1B.2, SIS 1B.3; INV C, SIS 1C; SAQ 1, 2, 3 **Literacy:** SR: pgs. 2–3, 15 **Digital Resources:** IWB: Our School as a Model of an Ecosystem; How Do We Categorize an Ecosystem?; Predictions About Our Plants and Butterflies; Cycles of Plant and Butterfly *Life in Ecosystems* **TG:** L5 pgs. 168–177 INV A; INV B, SIS 5B; SAQ 4, 9, 12, 13 **Literacy:** SR: pgs. 2–5, 15 **Digital Resources:** IWB: Ecosystem Chart; Ecosystem Interactions; SIM: Coral Reef
Teacher's Edition Unit 6			
Lesson 27			
Whole Group			
Teacher Read Aloud: *Maglev Trains*	T58–T59	PS2.B Types of Interactions • Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3- PS2-3), (3-PS2-4)	*Forces and Interactions* **TG:** L4 pgs. 112–128 INV A; INV B, SIS 4B; INV C, SIS 4C.1, SIS 4C.2, LA 4C; INV D, SIS 4D.1, SIS 4D.2; SAQ 5, 12, 13 **Literacy:** SR: pg. 9-11 **Digital Resources:** IWB: Which Objects Are Magnetic?; SIM: Magnetic Attraction and Repulsion; Iron Fillings *Forces and Interactions* **TG:** L5 pgs. 152–159 INV A; INV B, SIS 5B; SAQ 12

			Digital Resources: SIM: Newton's First Law; Newton's Third Law
Read the Anchor Text: *The Power of Magnets*	T62–T67	PS2.B Types of Interactions • Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3), (3-PS2-4)	*Forces and Interactions* **TG:** L4 pgs. 112–128 INV A; INV B, SIS 4B; INV C, SIS 4C.1, SIS 4C.2, LA 4C; INV D, SIS 4D.1, SIS 4D.2; SAQ 5, 12, 13 **Literacy:** SR: pg. 9-11 **Digital Resources:** IWB: Which Objects Are Magnetic?; SIM: Magnetic Attraction and Repulsion; Iron Fillings *Forces and Interactions* **TG:** L5 pgs. 152–159 INV A; INV B, SIS 5B; SAQ 12 **Digital Resources:** SIM: Newton's First Law; Newton's Third Law
Connect to the Topic: *Electromagnets and You*	T70–T71	PS2.B Types of Interactions • Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3), (3-PS2-4)	*Forces and Interactions* **TG:** L4 pgs. 112–128 INV A; INV B, SIS 4B; INV C, SIS 4C.1, SIS 4C.2, LA 4C; INV D, SIS 4D.1, SIS 4D.2; SAQ 5, 12, 13 **Literacy:** SR: pg. 9-11 **Digital Resources:** IWB: Which Objects Are Magnetic?; SIM: Magnetic Attraction and Repulsion; Iron Fillings *Forces and Interactions* **TG:** L5 pgs. 152–159 INV A; INV B, SIS 5B; SAQ 12 **Digital Resources:** SIM: Newton's First Law; Newton's Third Law

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Teacher's Edition Unit 1			
Lesson 3			
Whole Group			
Teacher Read Aloud: *Bridging the Cap*	T162–T163	PS4.C Information Technologies and Instrumentation • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)	*Energy Works* **TG:** L4 pgs. 128–141 INV A, SIS 4A; INV B, SIS 4B.1, SIS 4B.2; INV C, SIS 4C, LA 4C; INV D, SIS 4D; SAQ 7, 10, 11 **Digital Resources:** IWB: Let's Find Out About Water Waves; SIM: Wind Waves; Marble Waves; Morse Code Demo
Connect to the Topic: Informational Text: *From Idea to Book*	T188–T193	PS4.C Information Technologies and Instrumentation • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)	*Energy Works* **TG:** L4 pgs. 128–141 INV A, SIS 4A; INV B, SIS 4B.1, SIS 4B.2; INV C, SIS 4C, LA 4C; INV D, SIS 4D; SAQ 7, 10, 11 **Digital Resources:** IWB: Let's Find Out About Water Waves; SIM: Wind Waves; Marble Waves; Morse Code Demo
Lesson 4			
Small Group			
Leveled Reader: *A.L.L. to the Rescue* (Advanced)	T296	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Energy Works* **TG:** L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel

California Journeys – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	Carolina Biological Building Blocks of Science 3D
Teacher's Edition Unit 2			
Lesson 6			
Small Group			
Vocabulary Reader: *The Golden Age of Radio*	T62	PS4.C Information Technologies and Instrumentation • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)	*Energy Works* **TG:** L4 pgs. 128–141 INV A, SIS 4A; INV B, SIS 4B.1, SIS 4B.2; INV C, SIS 4C, LA 4C; INV D, SIS 4D; SAQ 7, 10, 11 **Digital Resources:** IWB: Let's Find Out About Water Waves; SIM: Wind Waves; Marble Waves; Morse Code Demo
Lesson 9			
Whole Group			
Teacher Read Aloud: *Is Sasquatch Out There?*	T236–T237	ESS1.C The History of Planet Earth • Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)	*Changing Earth* **TG:** L5 pgs. 98–108 INV A, LA 5A; INV B; SAQ 7, 11 **Digital Resources:** IWB: Fossils and Their Formation; SIM: Rock Strata; Fossil Formation
Connect to the Topic: Informational Text: *Field Guide to Snakes of the Southwest*	T260–T263	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) LS1.D Information Processing • Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–6, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates *Plant and Animal Structures* **TG:** L4 pgs. 118–131 INV A, SIS 4A.1, SIS 4A.2; INV B, SIS 4B, LA 4B; INV C, SIS 4C; SAQ 4, 7, 9 **Literacy:** SR: pgs. 6–7

			Digital Resources: IWB: Information Processing; SIM: Information Processing; Reaction Time Test
Small Group			
Vocabulary Reader: *Reptiles as Pets*	T286	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) LS1.D Information Processing • Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates *Plant and Animal Structures* **TG:** L4 pgs. 118–131 INV A, SIS 4A.1, SIS 4A.2; INV B, SIS 4B, LA 4B; INV C, SIS 4C; SAQ 4, 7, 9 **Literacy:** SR: pgs. 6–7 **Digital Resources:** IWB: Information Processing; SIM: Information Processing; Reaction Time Test

California Journeys – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	Carolina Biological Building Blocks of Science 3D
Teacher's Edition Unit 3			
Lesson 11			
Whole Group			
Read the Anchor Text: *Hurricanes: Earth's Mightiest Storms*	T18–T27	ESS2.A Earth Materials and Systems • 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. (4-ESS2-1)	*Changing Earth* **TG:** L3 pgs. 66–75 INV A, SIS 3A, THS, LA 3A; SAQ 2, 4, 6, 8, 10, 13, 14 **Literacy:** SR: pgs. 12–15 **Digital Resources:** IWB: Weathering and Erosion; SIM: Canyon Formation
Connect to the Topic: Newspaper Article: *Recovering from Katrina*	T34–T39	ESS2.A Earth Materials and Systems • 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. (4-ESS2-1)	*Changing Earth* **TG:** L3 pgs. 66–75 INV A, SIS 3A, THS, LA 3A; SAQ 2, 4, 6, 8, 10, 13, 14 **Literacy:** SR: pgs. 12–15 **Digital Resources:** IWB: Weathering and Erosion; SIM: Canyon Formation
Small Group			
Leveled Reader: *Volcanoes* (Struggling Readers)	T66	ESS2.B Plate Tectonics and Large-Scale System Interactions • The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4- ESS2-2)	*Changing Earth* **TG:** L1 pgs. 34–44 INV A; INV B, SIS 1B; INV C; SAQ 1, 9, 13 **Literacy:** SR: pgs. 2–9 **Digital Resources:** IWB: Our Earth; SIM: Earth's Layers; Magma Convection

Leveled Reader: *Nature Destroys, Nature Renews* (Advanced)	T68	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources:** IWB: Our Earth; SIM: Soil Erosion

***California Journeys* – Grade 4**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 12			
Whole Group			
Teacher Read Aloud: *Safe from Harm*	T86–T87	ESS2.A Earth Materials and Systems • 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. (4-ESS2-1) ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG:** L3 pgs. 66–75 INV A, SIS 3A, THS, LA 3A; SAQ 2, 4, 6, 8, 10, 13, 14 **Literacy:** SR: pgs. 12–15 **Digital Resources:** IWB: Weathering and Erosion; SIM: Canyon Formation *Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources:** IWB: Our Earth; SIM: Soil Erosion
Connect to the Topic: Informational Text: *Twisters*	T110–T113	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources:** IWB: Our Earth; SIM: Soil Erosion
Small Group			
Leveled Reader: *Sailing to Safety* (Struggling Readers)	T140	ESS2.A Earth Materials and Systems • 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. (4-ESS2-1)	*Changing Earth* **TG:** L3 pgs. 66–75 INV A, SIS 3A, THS, LA 3A; SAQ 2, 4, 6, 8, 10, 13, 14 **Literacy:** SR: pgs. 12–15 **Digital Resources:** IWB: Weathering and Erosion; SIM: Canyon Formation

Lesson 13			
Whole Group			
Read the Anchor Text: *Antarctic Journal: Four Months at the Bottom of the World*	T166–T177	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)	*Energy Works* **TG:** L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel
Connect to the Topic: Informational Text: *Cold, Cold Science*	T184–T193	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)	*Energy Works* **TG:** L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel

***California Journeys* – Grade 4**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Small Group			
Leveled Reader: *An Icy Adventure* (On Level)	T221	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)	*Energy Works* **TG:** L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel
Leveled Reader: *A Visit to Antarctica* (ELL)	T223	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)	*Energy Works* **TG:** L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel
Lesson 14			
Whole Group			
Read the Anchor Text: *The Life and Times of the Ant*	T246–T259	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) LS1.B Growth and Development of Organisms	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates
Small Group			

Vocabulary Reader: *Ants of All Kinds*	T292–T293	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) LS1.B Growth and Development of Organisms	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates
Leveled Reader: *The Lives of Social Insects* (Struggling Readers)	T296	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates
Leveled Reader: *Arthropods Rule!* (On Level)	T297	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates
Leveled Reader: *Love Those Bugs!* (Advanced)	T298	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates

***California Journeys* – Grade 4**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *Arthropods Everywhere!* (ELL)	T299	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates
Lesson 15			
Whole Group			
Read the Anchor Text: *Ecology for Kids*	T322–T333	ESS2.E Biogeology • Living things affect the physical characteristics of their regions. (4-ESS2-1) ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG:** L3 pgs. 66–75 INV A, SIS 3A, THS, LA 3A; SAQ 2, 4, 6, 8, 10, 13, 14 **Literacy:** SR: pgs. 12–15 **Digital Resources:** IWB: Weathering and Erosion; SIM: Canyon Formation *Energy Works* **TG:** L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel *Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources:** IWB: Our Earth; SIM: Soil Erosion
Small Group			

Vocabulary Reader: *Squash in the Schoolyard*	T370–T371	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L1 pgs. 34–42 INV A, SIS 1A; INV B, SIS 1B; SAQ 1, 13, 14 **Digital Resources:** IWB: Plant and Animal Structures; SIM: Factors of Plant Growth, Part 2; Plant Life Cycle
Leveled Reader: *The Seal Who Wanted to Live* (Struggling Readers)	T374	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources:** IWB: Our Earth; SIM: Soil Erosion
Leveled Reader: *Dad's Garden* (On Level)	T375	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L3 pgs. 84–99 INV A, SIS 3A; INV B, LA 3B; INV C, SIS 3C, THS; INV D, SIS 3D; SAQ 5, 10, 12 **Literacy:** SR: pgs. 10–13 **Digital Resources:** SIM: Bee Pollination
Leveled Reader: *A Father's Garden* (ELL)	T377	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L3 pgs. 84–99 INV A, SIS 3A; INV B, LA 3B; INV C, SIS 3C, THS; INV D, SIS 3D; SAQ 5, 10, 12 **Literacy:** SR: pgs. 10–13 **Digital Resources:** SIM: Bee Pollination

***California Journeys* – Grade 4**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Teacher's Edition Unit 5			
Lesson 21			
Whole Group			
Read the Anchor Text: *The World According to Humphrey*	T18–T31	PS4.C Information Technologies and Instrumentation • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)	*Energy Works* **TG:** L4 pgs. 128–141 INV A, SIS 4A; INV B, SIS 4B.1, SIS 4B.2; INV C, SIS 4C, LA 4C; INV D, SIS 4D; SAQ 7, 10, 11 **Digital Resources:** IWB: Let's Find Out About Water Waves; SIM: Wind Waves; Marble Waves; Morse Code Demo
Connect to the Topic: Advertisement: *Make the Switch*	T38–T41	PS4.C Information Technologies and Instrumentation • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)	*Energy Works* **TG:** L4 pgs. 128–141 INV A, SIS 4A; INV B, SIS 4B.1, SIS 4B.2; INV C, SIS 4C, LA 4C; INV D, SIS 4D; SAQ 7, 10, 11 **Digital Resources:** IWB: Let's Find Out About Water Waves; SIM: Wind Waves; Marble Waves; Morse Code Demo
Small Group			
Vocabulary Reader: *The Truth About Rodents*	T64	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates
Lesson 23			
Whole Group			

Read the Anchor Text: *The Ever-Living Tree*	T170–T185	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L3 pgs. 84–99 INV A, SIS 3A; INV B, LA 3B; INV C, SIS 3C, THS; INV D, SIS 3D; SAQ 5, 10, 12 **Literacy:** SR: pgs. 10–13 **Digital Resources:** SIM: Bee Pollination
Connect to the Topic: Poetry: *Towering Trees*	T192–T195	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L3 pgs. 84–99 INV A, SIS 3A; INV B, LA 3B; INV C, SIS 3C, THS; INV D, SIS 3D; SAQ 5, 10, 12 **Literacy:** SR: pgs. 10–13 **Digital Resources:** SIM: Bee Pollination
Small Group			
Vocabulary Reader: *Forever Green*	T218–T219	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L3 pgs. 84–99 INV A, SIS 3A; INV B, LA 3B; INV C, SIS 3C, THS; INV D, SIS 3D; SAQ 5, 10, 12 **Literacy:** SR: pgs. 10–13 **Digital Resources:** SIM: Bee Pollination
Leveled Reader: *Plants of the Redwood Forest* (Struggling Readers)	T222	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L3 pgs. 84–99 INV A, SIS 3A; INV B, LA 3B; INV C, SIS 3C, THS; INV D, SIS 3D; SAQ 5, 10, 12 **Literacy:** SR: pgs. 10–13 **Digital Resources:** SIM: Bee Pollination

***California Journeys* – Grade 4**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *Life Among the Redwoods* (On Level)	T223	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L3 pgs. 84–99 INV A, SIS 3A; INV B, LA 3B; INV C, SIS 3C, THS; INV D, SIS 3D; SAQ 5, 10, 12 **Literacy:** SR: pgs. 10–13 **Digital Resources:** SIM: Bee Pollination
Leveled Reader: *Gentle Redwood Giants* (Advanced)	T224	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L3 pgs. 84–99 INV A, SIS 3A; INV B, LA 3B; INV C, SIS 3C, THS; INV D, SIS 3D; SAQ 5, 10, 12 **Literacy:** SR: pgs. 10–13 **Digital Resources:** SIM: Bee Pollination
Leveled Reader: *Animals of the Redwood Forest* (ELL)	T225	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates
Lesson 24			
Whole Group			

Read the Anchor Text: *Owen & Mzee: The True Story of a Remarkable Friendship*	T248–T259	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Energy Works* **TG**: L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy**: SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel *Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources:** IWB: Our Earth; SIM: Soil Erosion
Connect to the Topic: Informational Text: *Sea Sanctuary*	T266–T269	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Energy Works* **TG**: L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy**: SR: pgs. 10–14 **Digital Resources**: IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel *Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources:** IWB: Our Earth; SIM: Soil Erosion
Small Group			
Vocabulary Reader: *Dangerous Waves*	T292–T293	ESS2.B Plate Tectonics and Large-Scale System Interactions • The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)	*Changing Earth* **TG:** L1 pgs. 34–44 INV A; INV B, SIS 1B; INV C; SAQ 1, 9, 13 **Literacy:** SR: pgs. 2–9 **Digital Resources:** IWB: Our Earth; SIM: Earth's Layers

***California Journeys* – Grade 4**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 25			
Whole Group			
Teacher Read Aloud: *The Future of Flight*	T316–T317	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)	*Energy Works* **TG:** L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel
Read the Anchor Text: *The Fun They Had*	T322–T331	PS4.C Information Technologies and Instrumentation • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)	*Energy Works* **TG:** L4 pgs. 128–141 INV A, SIS 4A; INV B, SIS 4B.1, SIS 4B.2; INV C, SIS 4C, LA 4C; INV D, SIS 4D; SAQ 7, 10, 11 **Digital Resources:** IWB: Let's Find Out About Water Waves; SIM: Wind Waves; Marble Waves; Morse Code Demo
Connect to the Text: Informational Text: *Toys!: Amazing Stories Behind Some Great Inventions*	T338–T343	PS4.C Information Technologies and Instrumentation • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)	*Energy Works* **TG:** L4 pgs. 128–141 INV A, SIS 4A; INV B, SIS 4B.1, SIS 4B.2; INV C, SIS 4C, LA 4C; INV D, SIS 4D; SAQ 7, 10, 11 **Digital Resources:** IWB: Let's Find Out About Water Waves; SIM: Wind Waves; Marble Waves; Morse Code Demo

Small Group			
Vocabulary Reader: *Remarkable Robots*	T370–T371	PS4.C Information Technologies and Instrumentation • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)	*Energy Works* **TG:** L4 pgs. 128–141 INV A, SIS 4A; INV B, SIS 4B.1, SIS 4B.2; INV C, SIS 4C, LA 4C; INV D, SIS 4D; SAQ 7, 10, 11 **Digital Resources:** IWB: Let's Find Out About Water Waves; SIM: Wind Waves; Marble Waves; Morse Code Demo
Teacher's Edition Unit 6			
Lesson 26			
Whole Group			
Teacher Read Aloud: *The Importance of Spiders*	T10–T11	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates
Read the Anchor Text: *The Girl Who Loved Spiders*	T14–T21	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates

Connect to the Topic: Informational Text: *Web Wise*	T24–T25	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	*Plant and Animal Structures* **TG:** L2 pgs. 48–63 INV A, LS 2A, SIS 2A; INV B, SIS 2B.1, SIS 2B.2, LA 2B; SAQ 2, 6, 11 **Literacy:** SR: pgs. 2–5, 8–9 **Digital Resources:** IWB: Thinking About Internal Animal Structures; Vertebrates and Invertebrates

***California Journeys* – Grade 4**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 28			
Whole Group			
Teacher Read Aloud: *Digging Up the Past*	T104–T105	ESS1.C The History of Planet Earth • Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)	*Changing Earth* **TG:** L5 pgs. 98–108 INV A, LA 5A; INV B; SAQ 7, 11 **Digital Resources:** IWB: Fossils and Their Formation; SIM: Rock Strata; Fossil
Read the Anchor Text: *Museums: World of Wonder*	T108–T113	ESS1.C The History of Planet Earth • Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)	*Changing Earth* **TG:** L5 pgs. 98–108 INV A, LA 5A; INV B; SAQ 7, 11 **Digital Resources:** IWB: Fossils and Their Formation; SIM: Rock Strata; Fossil
Connect to the Topic: Photo Essay: *Making the Most From Trash*	T116–T117	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)	*Energy Works* **TG:** L5 pgs. 168–181 INV A, LA 5A; INV B, SIS 5B; INV C, SIS 5C, THS; SAQ 12, 13, 14 **Literacy:** SR: pgs. 10–14 **Digital Resources:** IWB: Alternative Energy; SIM: Wind Turbine; Waterwheel
Lesson 29			

Whole Group			
Teacher Read Aloud: *Creatures of the Bog*	T150–T151	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources**: IWB: Our Earth; SIM: Soil Erosion
Read the Anchor Text: *Save Timber Woods!*	T154–T161	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG**: L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources**: IWB: Our Earth; SIM: Soil Erosion
Connect to the Topic: Persuasive Essay: *Following Muir: A Persuasive Essay*	T164–T165	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG**: L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources**: IWB: Our Earth; SIM: Soil Erosion
Lesson 30			
Whole Group			
Teacher Read Aloud: *Saving Sea Turtles*	T198–T199	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)	*Changing Earth* **TG:** L6 pgs. 112–121 INV A, SIS 6A; INV B, SIS 6B; INV C; SAQ 4, 10 **Digital Resources:** IWB: Our Earth; SIM: Soil Erosion

***California Journeys* – Grade 5**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Teacher's Edition Unit 1			
Lesson 1			
Whole Group			
Read the Anchor Text: *A Package for Mrs. Jewels*	T18–T29	PS2.B Types of Interactions • The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)	*Earth and Space Systems* **TG:** L1 pgs. 32–44 INV A; INV B, SIS 1B.1, SIS 1B.2; INV C, SIS 1C; SAQ 1, 8 **Literacy:** SR: pgs. 2–3, 8–9 **Digital Resources:** IWB: Knowledge and Questions About Earth and Space Systems; SIM: Sun, Earth, Moon
Connect to the Topic: Readers' Theater: *Questioning Gravity*	T36–T39	PS2.B Types of Interactions • The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)	*Earth and Space Systems* **TG:** L1 pgs. 32–44 INV A; INV B, SIS 1B.1, SIS 1B.2; INV C, SIS 1C; SAQ 1, 8 **Literacy:** SR: pgs. 2–3, 8–9 **Digital Resources:** IWB: Knowledge and Questions About Earth and Space Systems; SIM: Sun, Earth, Moon
Small Group			
Vocabulary Reader: *Sports and Motion*	T62–T63	PS2.A Forces and Motion • Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1) PS2.B Types of Interactions • The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)	*Earth and Space Systems* **TG:** L1 pgs. 32–44 INV A; INV B, SIS 1B.1, SIS 1B.2; INV C, SIS 1C; SAQ 1, 8 **Literacy:** SR: pgs. 2–3, 8–9 **Digital Resources:** IWB: Knowledge and Questions About Earth and Space Systems; SIM: Sun, Earth, Moon

Lesson 3			
Small Group			
Leveled Reader: *The Mighty, Mighty Daffodils* (Struggling Readers)	T224	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution

***California Journeys* – Grade 5**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Teacher's Edition Unit 2			
Lesson 6			
Whole Group			
Teacher Read Aloud: *America's Eagle*	T12–T13	LS1.C Organization for Matter and Energy Flow in Organisms • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 10–18 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles
Read the Anchor Text: *Quest for the Tree Kangaroo*	T18–T33	LS2.B Cycles of Matter and Energy Transfer in Ecosystems • Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 10–18 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution

Connect to the Topic: Myth: *Why Koala Has no Tail*	T40–T45	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution
Small Group			
Leveled Reader: *Kangaroos* (Struggling Readers)	T72	LS2.B Cycles of Matter and Energy Transfer in Ecosystems • Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution

***California Journeys* – Grade 5**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *On the Trail of Rain Forest Wildlife* (On Level)	T73	LS1.C Organization for Matter and Energy Flow in Organisms • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) LS2.A Interdependent Relationships in Ecosystems • 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. (5-LS2-1) LS2.B: Cycles of Matter and Energy Transfer in Ecosystems • Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 10–18 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles

Leveled Reader: *Mad for Marsupials!* (Advanced)	T74	LS1.C Organization for Matter and Energy Flow in Organisms • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) LS2.A Interdependent Relationships in Ecosystems • 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. (5-LS2-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 10–18 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles

***California Journeys* – Grade 5**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *Animals in the Rain Forest* (ELL)	T75	LS1.C Organization for Matter and Energy Flow in Organisms • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) LS2.A Interdependent Relationships in Ecosystems • 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. (5-LS2-1) LS2.B: Cycles of Matter and Energy Transfer in Ecosystems • Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 10–18 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles

Lesson 7			
Small Group			
Vocabulary Reader: *Black Bears*	T142–T143	LS2.A Interdependent Relationships in Ecosystems • 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. (5-LS2-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 10–18 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles

***California Journeys* – Grade 5**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 8			
Whole Group			
Teacher Read Aloud: *Attack of the Alien Species*	T166–T167	LS2.A Interdependent Relationships in Ecosystems • 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. (5-LS2-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 10–18 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles

Read the Anchor Text: *Everglades Forever: Restoring America's Great Wetland*	T173–T185	LS2.B Cycles of Matter and Energy Transfer in Ecosystems • Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Connect to the Topic: Informational Text: *National Parks of the West*	T192–T195	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution
Small Group			
Vocabulary Reader: *Mangrove Swamp*	T218–T219	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution
Leveled Reader: *Guardian of the Everglades* (Struggling Readers)	T222	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution

			Matter and Energy in Ecosystems **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14

***California Journeys* – Grade 5**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Leveled Reader: *America's Urban Parks* (On Level)	T223	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Leveled Reader: *The Salton Sea* (Advanced)	T224	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Leveled Reader: *America's City Parks* (ELL)	T225	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution

Lesson 10			
Whole Group			
Read the Anchor Text: *Cougars*	T322–T333	LS1.C Organization for Matter and energy Flow in Organisms • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) LS2.A Interdependent Relationships in Ecosystems • 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. (5-LS2-1) ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 12–13 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles

***California Journeys* – Grade 5**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Small Group			
Leveled Reader: *Sharks* (Struggling Readers)	T374	LS1.C Organization for Matter and energy Flow in Organisms • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15 **Literacy:** SR: pgs. 12–13 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles
Leveled Reader: *The Return of the Yellowstone Grizzly* (On Level)	T375	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles *Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution
Leveled Reader: *Saving the*	T376	LS2.A Interdependent Relationships in Ecosystems • 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	*Matter and Energy in Ecosystems* **TG:** L2 pgs. 58–68 INV A, SIS 2A; INV B, SIS 2B, LA 2B; SAQ 2, 3, 5, 11, 13, 15

Mexican Wolves (Advanced)		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. (5-LS2-1) ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	**Literacy:** SR: pgs. 12–13 **Digital Resources:** IWB: Food Chain *Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles *Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution
Leveled Reader: *Grizzly Bears Return to Yellowstone* (ELL)	T377	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles *Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution

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Teacher's Edition Unit 4			
Lesson 17			
Whole Group			
Read the Anchor Text: *LAFF* from *Best Shorts*	T92–T107	ETS1.A Defining and Delimiting Engineering Problems • Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5- ETS1-1)	*Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Connect to the Topic: Informational Text: *From Dreams to Reality*	T114–T117	ETS1.A Defining and Delimiting Engineering Problems • Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5- ETS1-1)	*Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Small Group			
Vocabulary Reader: *That's a Wacky Idea*	T140–T141	ETS1.A Defining and Delimiting Engineering Problems • Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5- ETS1-1)	*Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Leveled Reader: *Robot Rescue* (Struggling Readers)	T144	ETS1.A Defining and Delimiting Engineering Problems • Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5- ETS1-1)	*Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14

***California Journeys* – Grade 5**	**Page Citations**	**Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools**	**Carolina Biological Building Blocks of Science 3D**
Lesson 19			
Whole Group			
Teacher Read Aloud: *The Power of Spirit Lake*	T236–T237	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Small Group			
Vocabulary Reader: *From Parking Lot to Garden*	T288–T289	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Lesson 20			
Whole Group			
Read the Anchor Text: *The Black Stallion*	T318–T333	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21

			Digital Resources: IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Connect to the Topic: Informational Text: *Horse Power*	T340–T343	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Small Group			
Vocabulary Reader: *Island Ponies*	T370–T371	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Leveled Reader: *The Deer* (Struggling Readers)	T374	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21

			Digital Resources: IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14

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Leveled Reader: *Day of the Coyotes* (Advanced)	T376	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution *Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14
Teacher's Edition Unit 5			
Lesson 21			
Whole Group			
Read the Anchor Text: *Tucket's Travels*	T18–T33	ESS2.A Earth Materials and 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. (5-ESS2-1)	*Matter and Energy in Ecosystems* **TG:** L4 pgs. 104–115 INV A, SIS 4A, LA 4A; INV B; INV C, SIS 4C; SAQ 4, 7, 12 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: The Four Spheres of Earth; SIM: Water Cycle
Connect to the Topic: Technical Text: *Wild Weather*	T40–T45	ESS2.A Earth Materials and 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. (5-ESS2-1)	*Ecosystems* **TG:** L4 pgs. 104–115 INV A, SIS 4A, LA 4A; INV B; INV C, SIS 4C; SAQ 4, 7, 12 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: The Four Spheres of Earth; SIM: Water Cycle

California Journeys – Grade 5	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	Carolina Biological Building Blocks of Science 3D
Teacher's Edition Unit 6			
Lesson 26			
Whole Group			
Read the Anchor Text: *Animals On the Move*	T14–T21	LS2.A Interdependent Relationships in Ecosystems • 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. (5-LS2-1) ESS2.A Earth Materials and 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. (5-ESS2-1) ESS1.B Earth and the Solar System • The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)	*Matter and Energy in Ecosystems* **TG:** L3 pgs. 78–87 INV A, SIS 3A; INV B, SIS 3B, THS, LA 3B; SAQ 2, 3, 5, 10, 11, 13, 15 **Literacy:** SR: pgs. 12–17 **Digital Resources:** SIM: Competition; Energy Cycles *Matter and Energy in Ecosystems* **TG:** L4 pgs. 104–115 INV A, SIS 4A, LA 4A; INV B; INV C, SIS 4C; SAQ 4, 7, 12 **Literacy:** SR: pgs. 2–5 **Digital Resources:** IWB: The Four Spheres of Earth; SIM: Water Cycle *Earth and Space Systems* **TG:** L2 pgs. 58–69 INV A, SIS 2A, LA 2A; INV B, SIS 2B; INV C, SIS 2C; SAQ 3, 9, 10 **Literacy:** SR: pgs. 4–5 **Digital Resources:** SIM: Earth's Rotation; Shadows *Matter and Energy in Ecosystems* **TG:** L5 pgs. 132–144 INV A, SIS 5A, LA 5A, LS 5A; INV B, SIS 5B; INV C, SIS 5C; 8, 9, 14 **Literacy:** SR: pgs. 18–21 **Digital Resources:** IWB: Pollution

		ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	*Matter and Energy in Ecosystems* **TG:** L6 pgs. 168–174 INV A, SIS 6A; INV B; SAQ 9, 14

Lesson 30			
Whole Group			
Teacher Read Aloud: *Finding Their Way*	T198–T199	ESS1.B Earth and the Solar System • The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)	*Earth and Space Systems* **TG:** L2 pgs. 58–69 INV A, SIS 2A, LA 2A; INV B, SIS 2B; INV C, SIS 2C; SAQ 3, 9, 10 **Literacy:** SR: pgs. 4–5 **Digital Resources:** SIM: Earth's Rotation; Shadows *Earth and Space Systems* **TG:** L3 pgs. 90–103 INV A, SIS 3A.1, SIS 3A.2, LA 3A; INV B, SIS 3B, THS; INV C, SIS 3C; SAQ 15 **Literacy:** SR: pgs. 4–9 **Digital Resources:** SIM: Earth's Revolution; Earth and Moon; Phases of the Moon