Revised 2009-2010

Grade 2

Science

SCOPE & SEQUENCE

Redlands Unified School District

REDLANDS UNIFIED SCHOOL DISTRICT

Science

Scope & Sequence

INTRODUCTION:

The Science *Scope & Sequence* Committees have worked to develop pacing guides for grades Kindergarten through fifth that ensure RUSD curriculum addresses the Content Standards for California Public Schools. MacMillian/McGraw-Hill's *California Science*, are the adopted materials. With this in mind, teachers are to use this *Scope & Sequence* as the core of their Science instruction. Lessons listed in **bold** under "Instructional Support" are "core" lessons and have been selected to ensure that all students have access to the Content Standards for California Public Schools. Lessons listed in *italics* are suggested lessons. Due to the nature of the grade level, the Kindergarten curriculum does not indicate specific lessons for Extra Support or Challenge. Lessons to address the specific needs of English Learners are contained within a double box.

A WORD ABOUT THE DEVELOPMENT OF THE *SCOPE & SEQUENCE*:

The *Scope & Sequence* was developed by grade level groups of teachers from traditional and year-round schools. It is divided into trimesters. The Science committees used the 2004 Edition of the Science Framework for California Public Schools as a guide.

PACING:

Pacing for lessons is not specifically defined and should be planned trimester to trimester. Science lessons listed in the *Scope and Sequence* are considered the minimum of what should be covered in each grade level. Not all lessons in the Macmillian/McGraw-Hill textbook are listed in the *Scope and Sequence*. Only those lessons that adequately address the grade level standards are designated as "core" in this *Scope and Sequence*. Therefore, each trimester may be planned utilizing the following table that lists the number of lessons per trimester:

Lessons by Trimester

	Trimester 1	Trimester 2	Trimester 3
Grade 2			
Unit	Physical Science	Earth Science	Life Science
Chapters	6 ,7	3, 4, 5	1, 2
Lessons	8	9	8

ACKNOWLEDGEMENTS

The Redlands Unified School District would like to acknowledge and thank the following people for their contribution in the areas of:

The Science Materials Adoption Fieldtest:

Leslie Canales	Marla Carr	Maria Clark
Barbara DeNicolai	Carol Dyer	Judy Elder
Michael Gorczyca	Cindy Hassett	Jeanie Hazlett
Angel Jones	Ann Keegan	Dava Kelly
Meghann Nafzgar	Kelly Napoletano	Kristen Nelson
Andrew Neuenschwander	Gary Peplow	Viola Perez
Laurie Sauvage	Melodee Seccombe	Lindsey Sexton
Brent Sharum	Suzanne Siegelman	Teresa Steinbroner
Stephanie Stover	Heather Turner	Brandon Williamson

The Science Scope and Sequence Development Committee Grade 2:

Leslie Canales Barbara DeNicolai Angel Jones
Meghann Nafzgar

RUSD Science
Scope and Sequence Distribution by Standard
Grade 2

	First Semester	Second Semester	Third Trimester
Physical Science			
1a	I		
1b	I		
1c	I I		
1d	I		
1e	I		
1f	I		
1g	I		
Earth Science			
3a		I	
3b		I	
3c		I	
3d		I I I	
3e		I I I	
Life Science			
2a			I I I
2b			I
2c			I
2d			I
2e			I
2f			I I
Investigation and Experimentation			
4a	I I		
4b	I I	I I	
4c	I	I	I I I
4d	I I I	I	I I I
4e		I	
4f		I I I I	I

STANDARD	OBJECTIVE	TEXT SUPPORT
Physical Science	2 PS 1.a Students know the position of an object can be described by locating it in relation to another object or to the background. IE 4.d Write or draw descriptions of a sequence of steps, events, and observations.	**Physical Science Unit** **Chapter 6 – Objects in Motion** **Lesson 1 - Position** **TE pp. 260-265** **Interactive Text pp. 96-99** **Explore – Where is it? TE p. 261** *Activity Lab Book TE pp. 89-90* *Reading and Writing in Science pp. 111-114* *English Learners – EL Strategies TE p. 262* *EL Teacher's Guide p. 67* *Extra Support – Leveled Activities p. 263* *Challenge – Leveled Activities TE p.263* *e-Review – online summary and quiz @www.macmillanmh.com* *Science Songs – "You're Moving Now!"* *Track 11, "A Force Called Friction" Track 12* *Lyrics TE p. TR92-93* *Leveled Content Readers can be used at any time throughout Chapter 6 TE p. 256J* *Approaching Level – Get Moving!* *On Level – Push or Pull?* *Beyond Level – Moving Fast* *EL – Push or Pull*
Physical Science	2 PS 1.b Students know an object's motion can be described by recording the change in position of the object over time.	**Lesson 2 – Motion TE pp. 269-273** **Interactive Text pp. 100-103** **Quick Lab – Crazy Races TE p. 272** *Activity Lab Book p. 98*

STANDARD	OBJECTIVE	TEXT SUPPORT
Physical Science	IE 4.d Write or draw descriptions of a sequence of steps, events, and observations.	*Reading and Writing in Science pp. 115-118* *Progress Monitoring – Picturing Motion TE p. 273* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 270* *EL Teacher's Guide p. 68* *Extra Support – Leveled Activities TE p. 271* *Challenge – Leveled Activities TE p. 271*
Physical Science	2 PS 1.c Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull. IE 4.b Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.	**Lesson 3 – Pushes and Pulls TE pp. 276-281** **Interactive Text pp. 104-107** **Explore – How Do You Make Things Go Farther and Faster? TE p. 277** *Activity lab Book pp. 101-102* *Travel Through Time - TE pp. 282-283* *Reading and Writing in Science pp. 123-124* *Reading and Writing in Science pp. 119-122* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 278* *EL Teacher's Guide p. 69* *Extra Support – Leveled Questions TE p. 279* *Challenge – Leveled Questions TE p. 279*
Physical Science	2 PS 1.c Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.	**Lesson 4 – Changing Motion TE pp. 284-288** **Interactive Text pp. 108-112** **Explore – How Can You Slow Something Down? TE p. 285** *Activity Lab Book pp. 105-106*

STANDARD	OBJECTIVE	TEXT SUPPORT
Physical Science	IE 4.b Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.	*Reading and Writing in Science pp. 125-128* *How Far Did It Move? TE p. 291* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 286* *EL Teacher's Guide p. 70* *Extra Support – Leveled Activities TE p. 287* *Challenge – Leveled Activities TE p. 287* **Chapter 6 Assessment** *Performance Assessment – Pushes and Pulls TE p. 300* *Chapter Test - Objects in Motion Assessment pp. 31-34* *Create your own Assessment with: ExamView Assessment Suite CD-ROM*
Physical Science	2 PS 1.d Students know tools and machines are used to apply pushes and pulls (forces) to make things move. IE 4.a Make predictions based on observed patterns and not random guessing.	**Chapter 7 – Forces at Work** **Lesson 1 – Tools and Machines TE pp. 306-311** **Interactive Text pp. 114-117** **Explore – How Can a Push Help You Lift Something? TE p. 307** *Activity Lab Book pp. 109-110* *Quick Lab – How Does an Inclined Plane Make Work Easier? TE p. 310* *Activity Lab Book p. 112* *Reading and Writing in Science pp. 139-142* *e-Review – online summary and quiz @www.macmilllanmh.com* *English Learners – EL Strategies TE p. 308* *EL Teacher's Guide p. 79* *Extra Support – Leveled Activities TE p. 309* *Challenge – Leveled Activities TE p. 309*

STANDARD	OBJECTIVE	TEXT SUPPORT
Physical Science		*Science Songs – "What Brings Me Down?" Track 13, "Sound Moves" Track 14* *Lyrics TE p. TR94-TR95* *Leveled Content Readers can be used at any time throughout Chapter 7 TE p. 302B* *Approaching Level – Forces at Play!* *On Level – Go, Go, Gravity!* *Beyond Level – All About Magnets* *EL - Go, Go, Gravity!*
Physical Science	2 PS 1.e Students know objects fall to the ground unless something holds them up. IE 4.a Make predictions based on observed patterns and not random guessing.	**Lesson 2 – Gravity TE pp. 314-319** **Interactive Text pp. 118-121** **Explore – Does One Fall Faster? TE p. 315** *Activity Lab Book pp. 115-116* *Reading and Writing in Science pp. 145-148* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 316* *EL Teacher's Guide p. 80* *Extra Support – Leveled Activities TE p. 317* *Challenge – Leveled Activities TE p. 317*
Physical Science	2 PS 1.f Students know magnets can be used to make some objects move without being touched. IE 4.c Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).	**Lesson 3 – Magnets Push, Magnets Pull TE pp. 322-327** **Interactive Text pp. 122-125** **Explore – What Sticks to a Magnet? TE p. 323** *Activity Lab Book pp. 119-120* *Reading and Writing in Science pp. 145-148* *e-Review – online summary and quiz @www.macmillanmh.com*

STANDARD	OBJECTIVE	TEXT SUPPORT
Physical Science		*English Learners – EL Strategies TE p. 332* *EL Teacher's Guide p. 81* *Extra Support – Leveled Activities TE p. 325* *Challenge – Leveled Activities TE p. 325*
Physical Science	2 PS 1.g Students know sound is made by vibrating objects and can be described by its pitch and volume. IE 4.d Write or draw descriptions of a sequence of steps, events, and observations.	**Lesson 4 – Sound TE pp. 330-337** **Interactive Text pp. 126-132** **Explore – How is Sound Made? TE p. 331** *Activity Lab Book pp. 125-126* *Reading and Writing in Science pp. 149-152* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 332* *EL Teacher's Guide p. 82* *Extra Support – Leveled Activities TE p. 333* *Extra Support - Leveled Questions TE p. 335* *Challenge – Leveled Activities TE p. 333* *Challenge - Leveled Questions TE p. 335* **Chapter 7 Assessment** *Performance Assessment – Magnet Maze TE p. 348* *Performance Assessment – Sound Assessment pp. 41-42* *Chapter Test – Assessment pp. 37-40* *Create your own Assessment with:* *ExamView Assessment Suite CD-ROM*

STANDARD	OBJECTIVE	TEXT SUPPORT
Earth Science	2 ES 3.a Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.	**Earth Science Unit** **Chapter 3 – Earth's Materials** **Lesson 1 – Rocks TE pp. 130-137** **Interactive Text pp. 47-53**
Earth Science	IE 4.c Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).	**Engage and Motivate TE p. 130** **Explore – How Can We Sort Rocks?** **TE p. 131** *Activity Lab Book pp. 41-42* *Reading and Writing in Science pp. 51-54* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 132* *EL Teacher's Guide p. 31* *Extra Support – Leveled Activities TE p. 133* *Extra Support – Leveled Questions TE p. 135* *Challenge – Leveled Activities TE p. 133* *Challenge – Leveled Questions TE p. 135* *Science Songs – "Rocks are Amazing Things" Track 5, "Down in the Dirt" Track 6* *Lyrics TE p. TR86-TR87* *Leveled Content Readers can be used at any time throughout Chapter 3 TE p. 126J* *Approaching Level – Soil* *On Level – Rocks and Minerals* *Beyond Level – Minerals* *EL – Rocks and Mineral*

STANDARD	OBJECTIVE	TEXT SUPPORT
Earth Science	2 ES 3.b Students know smaller rocks come from the breakage and weathering of larger rocks. IE 4.f Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.	**Lesson 2 – Rocks Change TE pp. 140-145** **Interactive Text pp. 54-57** **Explore – How Can You Change Rocks? TE p. 141** *Activity Lab Book pp. 47-48* *Reading and Writing in Science pp. 55-58* *Writing in Science – Rock and Stroll TE p. 146* *e-Review – online summary and quiz @www.macmillanmh.com*
Earth Science		*English Learners – EL Strategies TE p. 142* *EL Teacher's Guide p. 32* *Extra Support – Leveled Activities TE p. 143* *Challenge – Leveled Activities TE p. 143*

STANDARD	OBJECTIVE	TEXT SUPPORT
Earth Science	2 ES 3.c Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. IE 4.f Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.	**Lesson 3 – Soil TE pp. 150-157** **Interactive Text pp. 58-64** **Explore – What is in Soil? TE p. 151** *Activity Lab Book pp. 51-52* *Reading and Writing in Science pp. 63-66* *Be a Scientist – Which Soil is Better for Growing Plants? TE p. 158* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 152* *EL Teacher's Guide p. 33* *Extra Support – Leveled Activities TE p. 153* *Extra Support – Leveled Questions TE p. 155* *Challenge – Leveled Activities TE p. 153* *Challenge – Leveled Questions TE p. 155* **Chapter 3 Assessment** *Performance Assessment – Make a Book TE p. 168* *Performance Assessment – Rocks Assessment pp. 17-18* *Chapter Test – Assessment pp. 13-16 or* *Create your own Assessment with:* *ExamView Assessment Suite CD-ROM*
Earth Science	2 ES 3.d Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.	**Chapter 4 – Earth's Past** **Lesson 1 – Fossils TE pp. 174-179** **Interactive Text pp. 66-69**

STANDARD	OBJECTIVE	TEXT SUPPORT
Earth Science	IE 4.f Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.	**Alternative Explore – What Made Each Fossil? TE p. 175** *Activity Lab Book p. 59* *Reading and Writing in Science pp. 71-74* *Progress Monitoring – Draw a Cartoon TE p. 179* *e-Review – online summary and quiz @www.macmillanmh.com*
		English Learners – EL Strategies TE p. 176 *EL Teacher's Guide p. 43*
		Extra Support – Leveled Activities p. 177 *Challenge – Leveled Activities TE p. 177* *Science Songs – "Fossil Bones" Track 7, "New Views, Old Clues" Track 8 Lyrics TE p. TR88-TR89* *Leveled Content Readers can be used at any time throughout Chapter 7 TE p. 302B* *Approaching Level – Jack Horner and the Good Mother Dinosaur* *On Level – Finding Fossils* *Beyond Level – Fossil Hunters* *EL – Finding Fossils*
Earth Science	2 ES 3.d Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. 4.f Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.	**Lesson 2 – Finding Clues in Fossils TE pp. 184-189** **Interactive Text pp. 70-73** **Alternative Explore – What Clues Do You See? TE p. 185** *Activity Lab Book p. 65* *Reading and Writing in Science pp. 77-80* *e-Review – online summary and quiz @www.macmillanmh.com*
		English Learners – EL Strategies TE p. 186 *EL Teacher's Guide p. 44*

STANDARD	OBJECTIVE	TEXT SUPPORT
Earth Science		*Extra Support – Leveled Activities TE p. 187* *Challenge – Leveled Activities TE p. 187*
Earth Science	2 ES 3.d Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. IE 4.b Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.	**Lesson 3 – Fossils of California TE pp. 192-197** **Interactive Text pp. 74-78** **Explore – How Do Animal Fossils Compare to Animals Today? TE p. 193** *Activity Lab Book pp. 69-70* *Reading and Writing in Science pp. 81-84* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 194* *EL Teacher's Guide p. 45* *Extra Support – Leveled Activities TE p. 195* *Challenge – Leveled Activities TE p. 195* **Chapter 4 Assessment** *Performance Assessment – Be a Paleontologist TE p. 208* *Performance Assessment – Fossils Assessment pp. 23-24* *Chapter Test – Assessment pp. 19-22 or* *Create your own Assessment with:* *ExamView Assessment Suite CD-ROM*
Earth Science	2 ES 3.e Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use. IE 4.e Construct bar graphs to record data, using appropriately labeled axes.	**Chapter 5 – Earth's Resources** **Lesson 1 – Natural Resources TE pp. 214-221** **Interactive Text pp. 79-85** **Explore – What Ways Do You Use Water? TE p. 215** *Activity Lab Book p. 73-74* *Reading and Writing in Science pp. 91-94*

STANDARD	OBJECTIVE	TEXT SUPPORT
Earth Science		*Focus on Skills – Record Date TE pp. 222-223* *e-Review – online summary and quiz @www.macmillanmh.com*
		English Learners – EL Strategies TE p. 216 *EL Teacher's Guide p. 55*
		Extra Support – Leveled Activities TE p. 217
		Challenge – Leveled Activities TE p. 217 *Science Songs – "Nature's Gifts" Track 9, "What Makes Us Go?" Track 10 Lyrics TE p. TR90-TR91* *Leveled Content Readers can be used at any time throughout Chapter 5 TE p. 210B* *Approaching Level – How People Use Plants* *On Level – Let's Recycle* *Beyond Level – Happy Earth Day!* *EL – Let's Recycle*
Earth Science	2 ES 3.e Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use. IE 4.d Write or draw descriptions of a sequence of steps, events, and observations.	**Lesson 2 – Plant and Animal Resources TE pp. 224-229** **Interactive Text pp. 86-89** **Engage and Motivate TE p. 224** **Explore – How Do We Use Plants and Animals TE p. 225** *Activity Lab Book pp. 79-80* *Reading and Writing in Science pp. 95-98* *Reading in Science – A World of Wool TE pp. 232-233* *e-Review – online summary and quiz @www.macmillanmh.com*
		English Learners – EL Strategies TE p. 226 *EL Teacher's Guide p. 56*
		Extra Support – Leveled Activities TE p. 227
		Challenge – Leveled Activities TE p. 227

STANDARD	OBJECTIVE	TEXT SUPPORT
Earth Science	2 ES 3.e Students know rock, water, plants and soil provide many resources, including food, fuel, and building materials, that humans use. IE 4.b Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.	**Lesson 3 – Resources of California TE pp. 234-239** **Interactive Text pp. 90-94** **Explore – How Can We Use the Sun's Light? TE p. 235** *Activity Lab Book pp. 85-86* *Reading and Writing in Science pp. 101-104* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 236* *EL Teacher's Guide p. 57* *Extra Support – Leveled Activities TE p. 237* *Challenge – Leveled Activities TE p. 237* **Chapter 5 Assessment** *Performance Assessment – Eat Up TE p. 250* *Performance Assessment – Natural Resources Assessment pp. 29-30* *Chapter Test – Assessment pp. 25-28 or* *Create your own Assessment with:* *ExamView Assessment Suite CD-ROM*

STANDARD	OBJECTIVE	TEXT SUPPORT
Life Science	2 LS 2.f Students know flowers and fruits are associated with reproduction of plants. IE 4.c Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).	**Life Science Unit** **Chapter 1 – Plant Life Cycles** **Lesson 1 – Plants and Their Parts TE pp. 24-31** **Interactive Text pp. 2-7** **Explore – How Are Leaves Alike and Different? TE p. 25** *Activity Lab Book pp. 1-2* *Reading and Writing in Science pp. 3-6* *Progress Monitoring – Use a Picture to Explain TE p. 31*
Life Science		*e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 26* *EL Teacher's Guide p. 7* *Extra Support – Leveled Activities TE p. 27* *Challenge – Leveled Activities TE p. 27* *Science Songs – "The Fruit and the Flower" Track 1, "The Cycle of Life" Track 2 Lyrics TE p. TR83-TR83* *Leveled Content Readers can be used at any time throughout Chapter 1 TE p. 20J* *Approaching Level – Big Orange Pumpkins* *On Level – From Seed to Tree* *Beyond Level – Apple Trees* *EL – From Seed to Tree*

STANDARD	OBJECTIVE	TEXT SUPPORT
Life Science	2 LS 2.f Students know flowers and fruits are associated with reproduction of plants. IE 4.f Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.	**Lesson 2 – Flowers and Fruits TE pp. 34-41** **Interactive Text pp. 8-13** **Explore – What are the Parts of a Seed? TE p. 35** *Activity Lab Book pp. 7-8* *Alternate Explore – What are the Parts of Seeds? TE p. 35* *Activity Lab Book p. 9* *Engage and Motivate TE p. 34* *Reading and Writing in Science pp. 7-10* *Quick Lab – What Plants Grow From Seeds? TE p. 40* *Activity Lab Book p. 10* *Writing in Science – Main Idea and Details TE p. 42* *e-Review – online summary and quiz @www.macmillanmh.com*
Life Science		*English Learners – EL Strategies TE p. 36* *EL Teacher's Guide p. 8* *Extra Support – Leveled Activities TE p. 37* *Challenge – Leveled Activities TE p. 37*

STANDARD	OBJECTIVE	TEXT SUPPORT
Life Science	2 LS 2.a Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.	**Lesson 3 – Plants Grow and Change TE pp. 44-49** **Interactive Text pp. 14-17** **Alternative Explore – How Are Young and Adult Plants Alike? TE p. 45** *Engage and Motivate TE p. 44* *Explore – What Will Grow From a Seed? TE p.45* *Reading and Writing in Science pp. 13-16* *Quick Lab – What Plants Grow From Seeds? TE p. 40* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 46* *EL Teacher's Guide p. 9* *Extra Support – Leveled Activities TE p. 47* *Challenge – Leveled Activities TE p. 49*
Life Science	2 LS 2.e Students know light, gravity, touch, or environment stress can affect the germination, growth, and development of plants. IE 4.d Write or draw descriptions of a sequence of steps, events, and observations.	**Lesson 4 – Plants and Their Environments TE pp. 52-57** **Interactive Text pp. 18-22** **Explore – How Do Roots Grow? TE p. 53** *Activity Lab Book pp. 17-18* *Alternate Explore – What Makes Seeds Grow Down? TE p. 53* *Activity Lab Book p. 19* *Engage and Motivate TE p. 52* *Reading and Writing in Science pp. 17-20*

STANDARD	OBJECTIVE	TEXT SUPPORT
Life Science		*Quick Lab – Do Plants Grow Toward Light? TE p. 56* *Activity Lab Book p. 20* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 54* *EL Teacher's Guide p. 10* *Extra Support – Leveled Activities TE p. 55* *Challenge – Leveled Activities TE p. 55* **Chapter 1 Assessment** *Performance Assessment – How Do Plants Make New Plants? TE p. 68* *Performance Assessment - Plant Parts* *Chapter Test -Assessment pp. 1-4* *Assessment pp. 5-6* *Create your own Assessment with:* *ExamView Assessment Suite CD-ROM*
Life Science	2 LS 2.b Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. IE 4.c Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).	**Chapter 2 – Animal Life Cycles** **Lesson 1 – Kinds of Animals TE pp. 74-81** **Interactive Text pp. 21-29** **Alternative Explore – What Labels Could I Give My Groups of Animals? TE p. 75** *Activity Lab Book p. 23* *Engage and Motivate TE p. 74* *Reading and Writing in Science pp. 27-30* *Progress Monitoring – Draw a Vertebrate TE p. 81* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 76* *EL Teacher's Guide p. 19*

STANDARD	OBJECTIVE	TEXT SUPPORT
Life Science		*Extra Support – Leveled Activities TE p. 77* *Challenge – Leveled Activities TE p. 77* *Science Songs – "From the Caterpillar to Butterfly" Track 3,* *"What Animals Wear" Track 4 Lyrics TE p. TR84-TR85* *Leveled Content Readers can be used at any time throughout Chapter 2 TE p. 70B* *Approaching Level – Animal Parents* *On Level – Wait and See* *Beyond Level – From Tadpole to Frog* *EL – Wait and See*
Life Science	2 LS 2.a Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. IE 4.c Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).	**Lesson 2 – Mammals TE pp. 84-91** **Interactive Text TE pp. 30-33** **Alternative Explore - How are babies and adults alike and different? TE p. 85** *Activity Lab Book p. 29* *Reading and Writing in Science pp. 35-36* *Progress Monitoring – Draw a Sequence TE p. 89* *e-Review – Online Summary and Quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 86* *EL Teacher's Guide p. 20* *Extra Support – Leveled Activities TE p. 87* *Challenge – Leveled Activities TE p. 87*
Life Science	2 LS 2.a Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.	**Lesson 3 – Animals From Eggs TE pp. 92-99** **Interactive Text pp. 34-39** **Engage and Motivate – Start With a Book TE p. 92**

STANDARD	OBJECTIVE	TEXT SUPPORT
Life Science	IE 4.c Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).	*Reading and Writing in Science pp. 37-40* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 94* *EL Teacher's Guide p. 21* *Extra Support – Leveled Activities TE p. 95* *Challenge – Leveled Activities TE p. 95*
Life Science	2 LS 2.d Students know there is variation among individuals of one kind within a population. IE 4.c Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).	**Lesson 4 – Animal Traits TE pp. 102-109** **Interactive Text pp. 40-46** **Alternative Explore – How Do Animals Stay Safe? TE p.103** *Activity Lab Book p. 39* *Reading and Writing in Science pp. 41-44* *Progress Monitoring – Draw an Animal TE p. 109* *e-Review – online summary and quiz @www.macmillanmh.com* *English Learners – EL Strategies TE p. 104* *EL Teacher's Guide p. 22* *Extra Support – Leveled Activities TE p. 105* *Challenge – Leveled Activities TE p. 105* **Chapter 2 Assessment** *Performance Assessment – Get a Clue TE p. 120* *Performance Assessment – Animal Classifications Assessment p. 12* *Chapter Test – Assessment pp. 7-10 or* *Create your own Assessment with:* *ExamView Assessment Suite CD-ROM*