Animals [2nd grade]

Trinity University
Canyon Ridge Elementary School (San Antonio, Tex.)
**Unit: Animals**  
**Grade: 2**

### Stage 1: Desired Results

#### Understandings

*Students will understand that...*
- All living things are producers or consumers.
- Animals have different external characteristics (structures) that allow their basic needs to be met.
- All animals depend upon each other and their environment to survive.
  - Animals are either carnivore, herbivore, omnivore
  - Know temperature and rainfall of desert, oceans, woodlands, plains or prairie, rain forest
- Animals develop and change over time in different ways such as in: color, size, mass, creating sounds, and movement.
- Animals usually grow in a predictable way and usually grow to look like their parents.

#### Possible misunderstandings or confusions:
- The arrows in a food chain point in the direction that energy moves.

### Essential Questions

1) What is a producer? What is a consumer?  
2) How does an animal’s external characteristics help it survive in the environment?  
3) How do animals change in appearance/function/size as the animal grows from one stage to another in its life cycle?  

### Knowledge & Skill

*(NEISD scope & sequence; TEKS; Core; etc.)*

#### Review
- basic needs such as air, water, food and shelter
- Animals are living things that have basic needs while non-living things do not have these needs.

### Stage 2: Assessment Evidence

#### Performance Task:
Sort animals by where they could survive  
If animal was placed in different environment, what would it need to change to survive?  
*Present a project that illustrates: Animals develop and change over time in different ways such as in: color, size, mass, creating sounds, and movement.*

Other evidence:
*(quizzes, tests, academic prompts, etc.*  
*note – these are usually included where appropriate in Stage 3 as well)*

- Test- 2nd grade Scope and Sequence Assessment  
- B29 Chart
<table>
<thead>
<tr>
<th>Stage 3: Learning Activities</th>
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<tr>
<td><em>(Steps taken to get students to answer Stage 1 questions and complete performance task)</em></td>
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- Food Chain Line-up, song, WS: What do they eat?
- Why can Ducks Swim, but Chickens Can’t? (Investigation)
- Camouflage It…, Animal Mouths
- Unit B Chapters 1 and 2
- Shoebox animal
- Who’s in the Egg?
- A Butterfly Grows Up. (A butterfly garden)
- Create a grade level observatory (journal observations).
- Library/Computer research project