



Course Description
K – 2 Science
Florida
2021 - 22

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Kindergarten Course Description

Big Idea 1: The Practice of Science

Unit 1: SC.K.N.1 - 5 - Science Practices

Description: [SC.K.N.1.1; SC.K.N.1.2; SC.K.N.1.3; SC.K.N.1.4; SC.K.N.1.5] In this topic students will recognize the importance of making careful observations using the five senses, and collecting and recording the information for learning Science.

Instruction Module **See, Feel, and Hear:** In this Instruction Module, students are introduced to energy forms such as light, heat, and sound, Students recognize that these energy forms are observed through the senses of sight, touch, and hearing and identify some of the sources of these energy forms.

Instruction Module **Describing Rocks:** In this Instruction Module, students observe that rocks come in different shapes, sizes, colors, and textures. By comparing the characteristics of different rocks, they learn to sort them into the various categories. Students also understand the different uses of rocks and soils by learning about the numerous ways in which rocks help us in our daily lives.

Instruction Module **Fruit from a Seed:** In this Instruction Module, students observe the changes that a plant undergoes in its life cycle. They will identify a seed, a seedling, a flower, the fruit, the leaf, the stem, and the root of a plant. Students also understand that a plant needs sunlight, food, soil, and air to survive and grow. By comparing the adult plant with the young plant, students learn to identify the similarities and differences between the two.

Glossary **See, Feel, and Hear**
Describing Rocks
Fruit from a Seed
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Activities Expository - Patterns and Properties

Quiz See, Feel, and Hear
Describing Rocks
Fruit from a Seed

Teacher Resources See, Feel, and Hear
Describing Rocks
Fruit from a Seed

Big Idea 5: Earth in Space and Time

Unit 1: SC.K.E.5.2 - 6 - Repeating Patterns and Objects in the Sky

Description: [SC.K.E.5.2, SC.K.E.5.3; SC.K.E.5.4; SC.K.E.5.5; SC.K.E.5.6] In this topic students will learn to recognize the repeating patterns of day and night, the apparent movement of the Sun across the sky, the phases of the Moon, and seasonal changes, and describe other objects that can be observed in the sky.

Teacher Resources Daily Changes and Repeating Patterns
Sky World

Instruction Module **Daily Changes and Repeating Patterns:** In this Instruction Module, students identify events that have repeating patterns such as changing seasons of the year, changes of objects in the sky, such as the Sun and Moon that cause day and night, and changes in the shape of the moon.

Instruction Module **Sky World:** In this Instruction Module, students identify the changes that occur in the sky through the day. They observe the changes that occur during sunset and sunrise. They also observe how the sky can change from clear to cloudy. They learn about stars and the phases of the Moon.

Glossary **Daily Changes and Repeating Patterns**
Sky World
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivity **Model-making:** In this interactivity, students trace the apparent movement of the Sun during a single day. Students mark the position of the Sun through the day, with respect to a fixed point.

Activities Expository - Daily Changes and Repeating Patterns
Expository - Observing Objects in the Sky

Quiz Daily Changes and Repeating Patterns
Sky World

Readers I Wonder Why Things Fall
Gravity
Day and Night
Sky Patterns
Telescopes
The Moon
Patterns in the Sky
Stars In The Sky

Big Idea 8: Properties of Matter

Unit 1: SC.K.P.8.1 - Describing and Sorting Objects

Description: [SC.K.P.8.1] In this topic students will learn that objects can be described, compared, and sorted by observable properties such as size, shape, mass, and texture, and recognize that matter can be solid, liquid, or gas.

Teacher Resources Describing Objects

Instruction Module **Describing Objects:** In this Instruction Module, students learn that objects can be described, compared with each other, and sorted based on their size, shape, and mass. They learn to describe objects as heavy, light, big, and small. They are introduced to the basic concepts of mass and volume. The students also learn that objects can change properties by heating and cooling. They can freeze, melt, and evaporate. They can be solid, liquid, or gas.

Glossaries **Describing Objects**
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Quiz Describing Objects

Big Idea 9: Changes in Matter

Unit 1: SC.K.P.8.1 - Changes in Matter

Description: [SC.K.P.9.1] In this topic students will learn to recognize and describe the changes in physical properties of matter caused by cutting, folding, or sanding and compare them with the changes caused by heating or cooling.

Teacher Resources Changes in Matter

Instruction Module	<p>Changes in Matter: In this Instruction Module, students are presented with examples to demonstrate that cutting, folding, sanding, freezing, or melting changes the physical properties of objects but does not change the matter that makes up the object. They observe and compare changes caused by heating and cooling. They recognize that heating can sometimes change the matter that the object is made of.</p>
Instruction Module	<p>Cutting, Folding, and Sanding Matter: In this Instruction Module, students observe examples and understand that cutting, folding, and sanding changes the physical properties of an object but does not change the matter that makes up the object.</p>
Instruction Module	<p>Heating and Cooling Matter: In this Instruction Module, students observe and compare changes caused by heating and cooling. They learn that freezing, or melting changes the physical properties of objects but does not change the matter that makes up the object. They also learn that heating can sometimes change the matter that the object is made of.</p>
Glossaries	<p>Changes in Matter The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.</p>
Quiz	Changes in Matter
Readers	Changing Shape

Big Idea 10: Forms of Energy

Unit 1: SC.K.P.10.1 & L.14.1 - See, Feel, and Hear

Description: [SC.K.P.10.1; SC.K.L.14.1] In this topic students will learn about energy forms such as light, heat, and sound, understand that these energy forms can be sensed by our sense organs, and recognize that things that make sound vibrate.

Teacher Resources	See, Feel, and Hear
Instruction Module	<p>See, Feel, and Hear: In this Instruction Module, students are introduced to energy forms such as light, heat, and sound. Students recognize that these energy forms are observed through the senses of sight, touch, and hearing and identify some of the sources of these energy forms.</p>
Glossaries	<p>See, Feel, and Hear The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.</p>

Quiz See, Feel, and Hear

Readers How Do I Make Sound?

Big Idea 12: Motion of Objects

Unit 1: SC.K.P.12.1 - Moving Objects

Description: [SC.K.P.12.1] In this topic students will learn to observe and describe the different ways in which objects can move.

Teacher Resources

Moving Objects

Instruction Module

Moving Objects: In this Instruction Module, students are introduced to the different ways in which objects move. They observe objects that move straight, round and round, up and down, and in a zigzag manner. They compare movements that are fast with those that are slow.

Glossaries

Moving Objects

The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Quiz

Moving Objects

Readers

How Things Move

Big Idea 13: Forces and Changes in Motion

Unit 1: SC.K.P.13.1 - Pushes, Pulls, and Magnets

Description: [SC.K.P.13.1] In this topic students will learn how pushes and pulls can change the motion of an object and recognize that magnets can exert force.

Teacher Resources

Attractions

Instruction Module

Attractions: In this Instruction Module, students are introduced to magnets. They recognize that magnets attract some objects such as refrigerator doors and paper clips that contain iron. They learn

that magnets are of different shapes and sizes and have two ends which are usually colored differently; different colored ends (unlike poles) attract each other and similar colored ends (like poles) repel each other.

Instruction Module	Magnets - Push or Pull?: In this Instruction Module, students recognize that force and motion are part of everyday life and magnets can exert force. They recognize that magnets have two poles and that opposite poles attract each other while similar poles repel each other. They learn that magnets can be used to push or pull objects.
Glossaries	Attractions Magnets - Push or Pull? The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.
Quiz	Attractions Magnets - Push or Pull?
Readers	Pushes and Pulls

Big Idea 14: Organization and Development of Living Organisms

Unit 1: SC.K.P.10.1 & L.14.1 - See, Feel, and Hear

Description: [SC.K.P.10.1; SC.K.L.14.1] In this topic students will learn about energy forms such as light, heat, and sound, understand that these energy forms can be sensed by our sense organs, and recognize that things that make sound vibrate.

Teacher Resources **See, Feel, and Hear**

Instruction Module **See, Feel, and Hear:** In this Instruction Module, students are introduced to energy forms such as light, heat, and sound, Students recognize that these energy forms are observed through the senses of sight, touch, and hearing and identify some of the sources of these energy forms.

Glossaries **See, Feel, and Hear**
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Quiz See, Feel, and Hear

Reader My Five Senses
Observable Properties

Unit 2: SC.K.L.14.3 - Plants and Animals

Description: [SC.K.L.14.3] In this topic students observe and describe plants and animals.

Teacher Resources Plants and Animals

Instruction Module

Plants and Animals: In this Instruction Module, students learn that plants and animals have physical characteristics that help them survive in their environment. They learn to identify different parts of a plant such as the roots, stem and leaves and learn about their functions. They learn that physical features of plants such as leaf shape can be used to sort plants into different groups. They also learn that physical characteristics of animals such as body coverings can be used to sort animals into different groups.

Glossaries

The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Quiz Plants and Animals

Readers My Features Help Me
Animal Characteristics
Plant Parts

Grade 1 Course Description

Big Idea 1 : The Practice of Science

Unit 1: SC.1.N.1.1 - 4 - Science Processes

Description: [SC.1.N.1.1; SC.1.N.1.2; SC.1.N.1.3; SC.1.N.1.4] In this topic students will learn the importance of asking questions, making observations and comparing them, keeping records.

Teacher Resources	Sorting and Changing Matter Sky World Parts of a Plant
Instruction Module	<p>Sorting and Changing Matter: In this Instruction Module, students learn to sort matter by recognizing properties such as size, mass, color, and texture. Students also observe the changes that occur in matter when heated or cooled: melting and freezing.</p>
Instruction Module	<p>Sky World: In this Instruction Module, students identify the changes that occur in the sky through the day. They observe the changes that occur during sunset and sunrise. They also observe how the sky can change from clear to cloudy. They learn about stars and the phases of the Moon.</p>
Instruction Module	<p>Parts of a Plant: In this Instruction Module, students learn to identify the various parts of a plant, including the root, stem, leaf, flower, fruit, and seed. Students also learn how each plant part helps the plant by performing individual functions.</p>
Glossaries	<p>Sorting and Changing Matter Sky World Parts of a Plant</p> <p>The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.</p>
Interactivities	<p>Sort Them: In this interactivity, students classify objects based on their physical properties of mass, size, shape, and color.</p> <p>Model-making: In this interactivity, students trace the apparent movement of the Sun during a single day. Students mark the position of the Sun through the day, with respect to a fixed point.</p> <p>Backyard Bugs: In this Interactivity, students learn the positions of the various plant parts by placing backyard bugs on the different parts of plants. Students also learn how each plant part helps the</p>

	bugs in different ways, be it providing them with shelter or food.
Activities	Expository - Observing Objects in the Sky Expository - Parts of a Plant
Quiz	Sorting and Changing Matter Sky World Parts of a Plant

Big Idea 5: Earth in Space and Time

Unit 1: SC.1.E.5.1 - Day and Night, and Seasons

Description: [SC.1.E.5.1] In this topic students will recognize the objects visible in the sky during the day and during night including the Sun, Moon, and stars, and recognize the cycle of seasons.

Teacher Resources **Day and Night, and Seasons**

Instruction Module

Day and Night, and Seasons: In this Instruction Module students learn that there are different objects visible in the sky during the day and different objects visible at night. They observe the changes in the shape of objects in the sky during the day and during the night. They learn to differentiate seasons of the year based on activities, surroundings, and temperature.

Glossaries

Day and Night, and Seasons:
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Activities

Expository - Day and Night, and Seasons

Quiz

Day and Night, and Seasons

Reader

Our Sun
Patterns in the Sky

Big Idea 6: Earth Structures

Unit 1: SC.1.E.6.1 & 2 - Rocks, Soil, and Water

Description: [SC.1.E.6.1; SC.1.E.6.2] In this topic students will learn to describe rocks, soil, and water that cover Earth's surface, and recognize how they are useful to humans.

Teacher Resources **Using Rocks, Soil, and Water**
Describing Water

Instruction Module **Using Rocks, Soil, and Water:** In this Instruction Module, students will learn to identify and compare the color, composition and the different layers of soil and sort components of soil such as sand, silt and clay based on size, and texture. They also learn to identify different sources of water such as lakes, streams, rivers and oceans. Identify useful products formed from rocks, soil and water.

Instruction Module **Describing Water:** In this Instruction Module, students observe and describe physical properties of water including color and clarity. They learn that water is found in different forms such as clouds, rain, snow and ice. They also identify natural sources of water such as lakes, rivers and oceans and classify them as freshwater and salt water. Students recognize that water is very useful and is used for a variety of purposes such as drinking, washing, cooking, cleaning and farming.

Glossaries **Describing Water**
Using Rocks, Soil, and Water
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities **Rock, Soil, and Water Products:** In the Interactive section of the module, students Identify and group objects as water product, soil product and rock product.

Quiz Using Rocks, Soil, and Water
Describing Water

Reader What on Earth
What's on Earth's Surface

Unit 2: SC.1.E.6.3 - Earth's Changing Surface

Description: [SC.1.E.6.3] In this topic students learn how some changes to Earth's surface happen slowly and some happen fast.

Instruction Module **Soil Formation:** In this Instruction Module, students learn that soil is formed by the weathering of rock and is made up of sand, silt, clay and humus. They learn that weathering is a slow process and can be caused by various factors such as differences in temperatures and the forces of air, water, and ice.

Instruction Module **Earth's Ever Changing Surface:** In this Instruction Module, students recognize how processes such as volcanic eruptions, earthquakes, and landslides can cause rapid changes to Earth's surface.

Interactivities **Earth's Ever-Changing Surface:** In this interactivity, students are presented with “before” and “after” pictures of landforms changed by earthquakes, volcanoes, and glaciers. The students identify the natural forces that changed them.

Journals Journal - Earth's Ever-Changing Surface

Activities Activity - Earth's Changing Surface: Changes that Occur Quickly

Quiz Soil Formation
Earth's Ever-Changing Surface

Reader Grand Canyon

Big Idea 8: Properties of Matter

Unit 1: SC.1.P.8.1 - Sorting and Changing Matter

Description: [SC.1.P.8.1] In this topic students will learn that matter has mass and occupies space, and that matter can be sorted based on its properties such as size, shape, color, mass, and texture.

Teacher Resources **Sorting and Changing Matter**

Instruction Module	Sorting and Changing Matter: In this Instruction Module, students learn to sort matter by recognizing properties such as size, mass, color, and texture. Students also observe the changes that occur in matter when heated or cooled: melting and freezing.
Glossaries	Sorting and Changing Matter The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.
Interactivities	Sort Them!: In this interactivity, students classify objects based on their physical properties of mass, size, shape, and color.
Quiz	Sorting and Changing Matter
Reader	Nature's Many Sizes and Shapes Observable Properties

Big Idea 12: Motion of Objects

Unit 1: SC.1.P.12.1 - How Do They Move?

Description: [SC.1.P.12.1] In this topic students will learn to describe the different ways in which an object can move and identify the changes in location of a moving object.

Teacher Resources	How Do They Move?
Instruction Module	How Do They Move?: In this Instruction Module, students observe various moving objects and identify how they are moving. They recognize the different ways in which objects can move such as, in a straight line, up and down, back and forth, round and round, and fast and slow. They learn to describe the change in the location of an object using words such as closer to, nearer to, and farther from.
Glossaries	How Do They Move? The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.
Interactivities	Moving Animals: In this Interactivity students observe animals moving in different ways and identify the words that describe the movement of each animal.
Quiz	How Do They Move?

Reader

How Do Things Move

Big Idea 13: Forces and Changes in Motion

Unit 1: SC.1.P.13.1 - Pushes or Pulls

Description: [SC.1.P.13.1] In this topic students will learn how pushes and pulls can change the motion of an object, and recognize how the force exerted by magnets can be used to push or pull.

Teacher Resources

Magnets – Push or Pull?

Instruction Module

Magnets – Push or Pull?: In this Instruction Module, students recognize that force and motion are part of everyday life and magnets can exert force. They recognize that magnets have two poles and that opposite poles attract each other while similar poles repel each other. They learn that magnets can be used to push or pull objects.

Glossaries

Pushes or Pulls

The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities

Magnets – Push or Pull?: In this Interactivity, students identify objects that are attracted or "pulled" by magnets. They "use" a magnet to pick up the magnetic objects. Then, they use a magnet to attract and repel or push other magnets in order to "collect" them.

Quiz

Magnets – Push or Pull?

Reader

Force, Motion, and Baseball
Pushes and pulls - Change in motion

Big Idea 14: Organization and Development of Living Organisms

Unit 1: SC.1.L.14.1 - Living Things and Their Environment

Description: [SC.1.P.13.1] In this topic students will learn how pushes and pulls can change the motion of an object, and recognize how the force exerted by magnets can be used to push or pull.

Teacher Resources

Animals and Their Environments

Instruction Module

Animals and Their Environments: In this Instruction Module, students learn that animals have unique external features, which help them survive in a particular environment. They learn to identify the external features that help each animal survive in its environment. Students also learn that different parts of the world have different environments and the animal’s features are suited to that specific environment.

Glossaries

Animals and Their Environments

The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities

What Helps Me Survive?: In this Interactivity, students identify the external features that help an animal survive in its environment.

Activities

Expository - Entomologists-Scientists Who Study Insects

Quiz

Animals and Their Environments

Reader

Observing Living and Nonliving Things

Unit 2: SC.1.L.14.2 - Parts of a Plant

Description: [SC.1.L.14.2] In this topic students will identify parts of plants including stem, roots, leaves, and flowers.

Teacher Resources	Parts of a Plant
Instruction Module	Parts of a Plant: In this Instruction Module, students learn to identify the various parts of a plant, including the root, stem, leaf, flower, fruit, and seed. Students also learn how each plant part helps the plant by performing individual functions.
Glossaries	Parts of a Plant The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.
Interactivities	Backyard Bugs: In the interactivity, students learn the positions of the various plant parts by placing backyard bugs on the different parts of plants. Students also learn how each plant part helps the bugs in different ways, be it providing them with shelter or food.
Activities	Expository - The Parts of a Plant
Quiz	Parts of a Plant
Reader	Plant Parts

Unit 3: SC.1.L.14.1 & 3 - Living and Nonliving Things

Description: [SC.1.L.14.1; SC.1.L.14.3] In this topic students will learn to recognize the basic needs of living things and differentiate between living and nonliving things.

Teacher Resources

Needs of Plants and Animals

Instruction Module

Needs of Plants and Animals: In this Instruction Module, students recognize the difference between living things and nonliving things based on their basic needs or lack of needs. They are introduced to the concept of an offspring.

Glossaries

Needs of Plants and Animals

The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Activities

Expository – Needs of Plants and Animals

Quiz

Needs of Plants and Animals

Reader

Observing Living and Nonliving Things

Big Idea 16: Heredity and Reproduction

Unit 1: Observing Living and Nonliving Things

Description: [SC.1.L.16.1] In this topic students will learn that all living things including plants have life cycles, and that plants and animals resemble their parents.

Teacher Resources

**Fruit from a Seed
Life Cycle of Animals**

Instruction Module

Fruit from a Seed: In this Instruction Module, students understand the changes that a plant undergoes in its life cycle. They learn to identify a seed, a seedling, a flower, the fruit, the leaf, the stem, and the root of a plant. Students also understand that a plant needs sunlight, food, soil, and air to survive and grow. By comparing the adult plant with the young plant, students learn to identify the similarities and differences between the two.

Instruction Module	<p>Life Cycle of Animals: In this Instruction Module, students learn that the life cycle of an animal consists of different stages such as birth, growth, and reproduction. They learn to identify and describe the stages in the life cycle of different animals such as a chicken and a frog. They learn that some animals such as frogs and butterflies produce young that look very different from their parents while other animals such as birds and mammals produce young that closely resemble their parents. They also compare the young of different animals with their parents.</p>
Glossaries	<p>Fruit from a Seed Life Cycle of Animals</p> <p>The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.</p>
Interactivities	<p>One...Two...Three...Grow!: In this Interactivity, students apply their understanding of life cycles to match different young ones with their parents. They compare the physical features of the young with different sets of parents in order to make correct matches.</p>
Activities	Expository - Patterns and Properties
Quiz	<p>Fruit from a Seed Life Cycle of Animals</p>
Reader	<p>Life Cycle of Plants and Animals Why do I look like I do</p>

Big Idea 17: Interdependence

Unit 1: SC.1.L.17.1 - Satisfying Basic Needs

Description: [SC.1.L.17.1] In this topic student will recognize that all organisms interact and depend on each other and on their environment to satisfy their basic needs which include air, water, food, and space.

Teacher Resources	<p>Basic Needs of Living Things Depending on Each Other</p>
Instruction Module	<p>Basic Needs of Living Things: In this Instruction Module students learn the differences between living and nonliving things. They recognize the factors that make something living or nonliving. They learn about the basic needs of living things.</p>

Instruction Module	<p>Depending on Each Other: In this Instruction Module, students learn about how living things in an environment depend on each other to meet their basic needs. They learn that animals depend on plants for food, air and shelter and plants depend on animals for spreading their seeds and sometimes for water and nutrients (as in the case of indoor plants). They also learn that animals sometimes depend on each other to meet their basic needs. They understand that plants convert energy from sunlight to a form that can be used by them and animals and that such an interdependence for energy can be depicted using diagrams called food chains.</p>
Glossaries	<p>Depending on Each Other Satisfying Basic Needs</p> <p>The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to Science concepts presented in the Instruction Modules and Interactivities.</p>
Interactivities	<p>Snap It Up!: In this interactivity, students observe and record different examples of interdependence among plants and animals in a park, forest, and pond environment.</p> <p>Match' em: In the interactivity, students match an organism with its food needs and shelter.</p>
Activities	<p>Expository - Organisms and Environments</p>
Quiz	<p>Basic Needs of Living Things Depending on Each Other</p>
Readers	<p>Life on a Farm</p>

Grade 2 Course Description

Big Idea 1: The Practice of Science

Unit 1: SC.2.N.1.1 & 3 - Scientific Investigations

Description: [SC.2.N.1.1; SC.2.N.1.3; SC.2.N.1.3] In this topic students will learn to observe the natural world, raise questions, and conduct simple investigations.

Teacher Resources	<p>Effect of Energy on Matter Life Cycle of Insects Weather and The Water Cycle</p>
Instruction Module	<p>Increasing and Decreasing Light Energy: In this Instruction Module, students observe how increasing or decreasing the amount of light energy affects the color of an object.</p>
Instruction Module	<p>Increasing and Decreasing Sound Energy: In this Instruction Module, students observe how increasing or decreasing the amount of sound energy affects the loudness of the sound.</p>
Instruction Module	<p>Increasing and Decreasing Heat Energy: In this Instruction Module, students observe how increasing or decreasing the amount of heat energy affects various objects. They learn how the amount of heat energy can make some things melt or freeze.</p>
Instruction Module	<p>Life Cycle of Insects: In this Instruction Module, students observe and compare some of the unique stages that insects such as butterflies and grasshoppers undergo during their life cycle.</p>
Instruction Module	<p>Weather and Seasonal Change: In this Instruction Module, students learn how the weather and seasons affect our choices in clothing and activities.</p>
Instruction Module	<p>Rain, Wind, and Temperature: In this Instruction Module, students learn how rain, wind, and temperature are measured. They also learn to use weather information graphs to identify patterns in data.</p>
Instruction Module	<p>Water Cycle and the Weather: In this Instruction Module, students are introduced to the processes in the water cycle, including evaporation, condensation, and precipitation.</p>
Glossaries	<p>Effect of Energy on Matter Life Cycle of Insects Weather and The Water Cycle</p> <p>The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.</p>

Costume Mayhem!: In the Interactive section of this module, students apply their knowledge and understanding of a butterfly life cycle. They observe the physical features of each stage in order to correctly identify it. Once all the stages are identified, students arrange the different stages in the correct order of occurrence.

Interactivities

Increasing Heat Energy: In this interactivity students investigate how increasing heat energy can affect objects. They heat various materials and record the time taken for each one to melt completely.

The Indoor Water Cycle: In the interactivity, students first match clothing and activities with the correct seasons and then label the seasons. They also solve a jigsaw puzzle to complete pictures of seasonal cycle, water cycle, and the day and night cycle and label them.

Activities	Expository – Entomologists Expository - Meteorologists: Scientists Who Study Weather
Quiz	Effect of Energy on Matter Life Cycle of Insects Weather and The Water Cycle

Big Idea 6: Earth Structures

Unit 1: SC.2.E.6.1 - Natural Resources

Description: [SC.2.E.6.1] In this topic, students will learn that all life is dependent on natural resources including rocks, soil, and water, and recognize that Earth is made up of rocks of various sizes, shapes, textures, and colors.

Teacher Resources Natural Resources

Instruction Module

Describing Rocks: In this Instruction Module, students learn that rocks are found everywhere and can be described and classified based on their physical properties such as size, texture, and color. They also learn to identify and compare the properties of natural sources of freshwater and saltwater, and distinguish between natural and manmade resources.

Instruction Module

Water from Different Sources: In this Instruction Module, students identify and compare the properties of natural sources of freshwater and saltwater

Instruction Module	Natural and Man-made Resources: In this Instruction Module, students differentiate between natural and man-made resources.
Glossaries	Natural Resources The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.
Interactivities	Get Resourceful!: In this interactivity students identify and classify resources as natural and manmade resources.
Quiz	Natural Resources
Reader	Rocks

Unit 2: SC.2.E.6.2 & 3 - Soil Formation

Description: [SC.2.E.6.2; SC.2.E.6.1] In this topic, students will learn about the process by which soil is formed, identify the various components of soil, and describe and classify soil based on its properties including particle size and ability to retain water.

Instruction Module	What is soil made of?: In this Instruction Module, students learn that soil is made up of sand, silt, clay and the remains of plants and animals called humus. They also understand that different soil types contain varying amounts of sand, silt, and clay.
Instruction Module	How is Soil Formed?: In this Instruction Module, students are introduced to the processes that result in the formation of soil. Students learn that soil is formed as a result of weathering of rock. They observe and recognize how differences in temperature and the forces of air, water, and ice can cause weathering.
Interactivities	What s in the Soil?: In the interactive section of this module, students identify the different components of soil in a soil sample.
Quiz	Soil Formation
Reader	Soils

Big Idea 7: Earth Systems and Patterns

Unit 1: SC.2.E.7.1 & 4 - Day and Night, Weather, and Seasons

Description: [SC.2.E.7.1; SC.2.E.7.4] In this topic, students will recognize changing patterns in nature such as day and night, weather conditions, and seasonal patterns.

Teacher Resources **Day and Night, and Seasons**
Weather Information

Instruction Module **Day and Night, and Seasons:** In this Instruction Module, students learn that there are different objects visible in the sky during the day and different objects visible at night. They observe the changing patterns of objects in the sky during the day and during the night, and recognize seasonal patterns.

Instruction Module **Weather Information:** In this Instruction Module, students will learn to describe weather and learn that weather information can be recorded by observing, measuring, and describing weather conditions such as hot or cold, clear or cloudy, calm or windy, and rainy or icy; they will recognize that air is all around us and moving air is wind.

Glossaries **Day and Night, and Seasons**
Weather Information
 The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities **What s the Season?:** In the Interactive section of the module, students identify the activities performed during the course of the day and the greetings that are associated with different times of the day. They identify and differentiate the activities associated with the different seasons.

What to Wear?: In the Interactive section of the module, students will demonstrate an understanding of how weather affects their daily lives by selecting appropriate clothing based on different weather conditions.

Activities Expository – Observing Objects in the Sky

Quiz Day and Night, and Seasons
 Weather Information

Unit 2: SC.2.E.7.1 - 4 - Weather and the Water Cycle

Description: [SC.2.E.7.1; SC.2.E.7.2; SC.2.E.7.3; SC.2.E.7.4] In this topic, student will learn to identify the different tools used to measure and record weather conditions, recognize patterns in the data collected, and describe the processes involved in the water cycle including evaporation, condensation, and precipitation.

Instruction Module **Weather and Seasonal Change:** In this Instruction Module, students learn how the weather and seasons affect our choices in clothing and activities.

Instruction Module **Rain, Wind, and Temperature:** In this Instruction Module, students learn how rain, wind, and temperature are measured. They also learn to use weather information graphs to identify patterns in data.

Instruction Module **Water Cycle and the Weather:** In this Instruction Module, students are introduced to the processes in the water cycle, including evaporation, condensation, and precipitation.

Glossaries **Weather and the Water Cycle**
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities **The Indoor Water Cycle:** In the interactivity, students first match clothing and activities with the correct seasons and then label the seasons. They also solve a jigsaw puzzle to complete pictures of seasonal cycle, water cycle, and the day and night cycle and label them.

Activities Expository – Meteorologists: Scientists Who Study Weather

Quiz Weather and the Water Cycle

Teacher Resources Weather and the Water Cycle

Reader
Tsunami
Weather
A Day at the Beach
Severe Weather

Big Idea 8: Properties of Matter

Unit 1: SC.2.P.8.1 - 4 - Physical Properties of Matter

Description: [SC.2.P.8.1; SC.2.P.8.2; SC.2.P.8.3; SC.2.P.8.4] In this topic students will learn that matter has mass and occupies space, and can exist as solids, liquids or gases; they learn that matter can be classified based on its properties including size, shape, color, temperature, relative mass, texture, sinking or floating in water, and attraction to magnets.

Teacher Resources **Physical Properties of Matter**

Instruction Module **Solid, Liquid, and Gas:** In this Instruction Module, students learn to classify matter as solid, liquid, or gas based on its physical state.

Instruction Module **Classifying Matter: 1:** In this Instruction Module, students learn to classify matter by size, shape, color, and flexibility.

Instruction Module **Classification of Matter: 2:** In this Instruction Module, students learn to classify matter by temperature, mass, and texture.

Glossaries **Physical Properties of Matter**
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities **Physical Properties of Matter:** In the interactivity, students “use” a double pan balance to compare masses and classify them as “heavier” or “lighter” than a given object. Then, they compare their temperatures and classify them as “warm”, “cold”, or “normal”. Finally, they “use” a magnet to classify the objects as magnetic or nonmagnetic object.

Quiz Physical Properties of Matter

Reader Matter: Many Shapes
Properties of Matter
Water in its Various Forms
A Trip to the Midwest

Big Idea 9: Changes in Matter

Unit 1: SC.2.P.9.1 - Changes in Matter

Description: [SC.2.P.9.1] In this topic students will recognize that matter can undergo a variety of changes, some of which result in changes in physical properties while some result in changes in the material that the object is made of.

Instruction Module **Cutting, Folding, and Sanding Matter:** In this Instruction Module, students observe examples and understand that cutting, folding, and sanding changes the physical properties of an object but does not change the matter that makes up the object.

Instruction Module **Heating and Cooling Matter:** In this Instruction Module, students observe and compare changes caused by heating and cooling. They learn that freezing, or melting changes the physical properties of objects but does not change the matter that makes up the object. They also learn that heating can sometimes change the matter that the object is made of.

Glossaries **Changes in Matter**
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities **Changes in Matter:** In this interactivity, students predict the changes that may be caused by heating and cooling different materials. Then, they place the materials in the oven and the freezer and observe the changes caused by heating and cooling.

Quiz Changes in Matter

Teacher Resources Changes in Matter

Big Idea 10: Forms of Energy

Unit 1: Using Energy Forms

Description: [SC.2.P.10.1] In this topic students will learn to identify forms of energy such as light, heat, and sound, and recognize their uses and effects on matter.

Teacher Resources Energy and Its Uses
Effect of Energy on Matter

Instruction Module **Energy and Its Uses:** In this Instruction Module, students learn about energy and its importance in everyday life. They recognize light energy, heat energy, and sound energy, and the uses of each of the three forms. They understand that while the different

forms of energy cannot be touched, they can be experienced in many ways; light energy can be seen, heat energy can be felt, and sound energy can be heard.

Instruction Module	Increasing and Decreasing Light Energy: In this Instruction Module, students observe how increasing or decreasing the amount of light energy affects the color of an object.
Instruction Module	Increasing and Decreasing Sound Energy: In this Instruction Module, students observe how increasing or decreasing the amount of sound energy affects the loudness of the sound.
Instruction Module	Increasing and Decreasing Heat Energy: In this Instruction Module, students observe how increasing or decreasing the amount of heat energy affects various objects. They learn how the amount of heat energy can make some things melt or freeze.
Glossaries	Effect of Energy on Matter Energy and Its Uses The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.
Interactivities	Energize! : In this interactivity, students “energize” various objects in a toy house by identifying the type(s) of energy each of them uses or gives out. Increasing Heat Energy: In this interactivity students investigate how increasing heat energy can affect objects. They heat various materials and record the time taken for each one to melt completely.
Quiz	Energy and Its Uses Effect of Energy on Matter
Reader	Forms of Energy

Big Idea 13: Forces and Changes in Motion

Unit 1: SC.2.P.13.1 - 4 - Effects of Pushes and Pulls

Description: [SC.2.P.13.1; SC.2.P.13.2; SC.2.P.13.3; SC.2.P.13.4] In this topic, students will learn to identify different types of forces including gravity, friction, and magnetic force and understand how pushes and pulls can change the motion of an object.

Teacher Resources	On the Move
Instruction Module	What is Friction?: In this Instruction Module, students are introduced to friction. They learn that friction is a force that is opposite the direction of motion. They observe and infer that the amount of friction depends on the type of surfaces in contact with each other.
IM Companion	What is Friction?
Instruction Module	Patterns of Movement: In this Instruction Module, students observe and compare patterns of movement of objects such as sliding, rolling, and spinning.
Instruction Module	Force: In this Instruction Module, students are introduced to force as a push or pull. Students observe how force can make an object at rest move, bring a moving object to rest, and change the direction an object is moving.
Instruction Module	What Is Work?: In this Instruction Module, students are introduced to the concept of work and machines. Students learn that in science, work is done when a force moves an object. They also learn that simple machines like pulleys help to make work easier.
Instruction Module	Force and Mass: In this Instruction Module, students observe an experiment with a toy and learn that an object of greater mass requires a greater force to move it from rest.
Instruction Module	Gravity and Magnetic Force: In this Instruction Module, student learn that both gravity and magnetic forces are similar because they are invisible forces that can pull objects. They also learn the differences between the two forces. They understand that while gravity pulls all objects, magnetic forces pull magnetic materials, and that magnets can also push other magnets depending on the direction in which they point.
Glossaries	On the Move The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities	On the Move: In this interactivity, students observe and record the movement of different objects by tracing their motion on a white sheet of paper. This is done by allowing students to dip an object in paint, and then letting it slide down a ramp to trace a path on a white sheet of paper.
	Force: In the interactive section of the module, students observe the changes in motion of different objects and identify the force that caused the changes, such as friction and gravity. They also observe the motion of a toy car on different surfaces and recognize how the nature of the surface affects frictional forces.
Activity	Force Force – Push or Pull
Quiz	Force On the Move
Reader	Pushes and Pulls Invisible Forces-Pushes and Pulls Gravity A Bridge of Ice

Unit 2: SC.2.P.13.2 - Pushing and Pulling with Magnets

Description: [SC.2.P.13.2] In this topic, students will learn that magnets can make things move without touching them, and recognize some of the uses of magnets.

Teacher Resources	Using Magnets
Instruction Module	Uses of Magnets: In this Instruction Module, students observe and learn how magnets are used in everyday life.
Glossaries	Using Magnets The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.
Interactivities	Magnetizing a Needle: In this interactivity, students learn how to make a magnet and identify the two poles through careful observation. Safety measures while doing an experiment is emphasized.
Quiz	Using Magnets
Reader	Invisible Forces-Pushes and Pulls Magnets

Big Idea 14: Organization and Development of Living Organisms

Unit 1: SC.2.L.14.1 - Muscular and Skeletal Systems

Description: [SC.2.L.14.1] In this topic, students will learn to identify the parts of the muscular and skeletal systems in the human body and describe their functions.

Instruction Module **Muscular and Skeletal Systems:** In this Instruction Module, students learn how the muscular and skeletal systems work together to produce movement. They learn about the different types of joints found in the skeletal system and the types of movements that these joints facilitate.

Glossary **Muscular and Skeletal Systems**
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Quiz Muscular and Skeletal Systems

Reader My body parts are similar to a car parts

Big Idea 16: Heredity and Reproduction

Unit 1: SC.2.L.16.1 - Life Cycle of Plants and Animals

Description: [SC.2.L.16.1] In this topic, students will learn to describe the different stages in the life cycles of animals and plants.

Teacher Resources **Life Cycle of Animals**
Life Cycle of Insects

Instruction Module

Life Cycle of Animals: In this Instruction Module, students learn that a cycle is a repeating pattern of events and that a life cycle of an animal consists of different stages in its life such as birth, growth and reproduction. They learn to identify and describe the stages in the life cycle of different animals such as a chicken and a frog. They learn that some animals such as frogs and butterflies produce young that look very different from their parents while other animals such as birds and mammals produce young that closely resemble their parents. They also learn to compare the young of different animals with their parents.

Instruction Module

Life Cycle of Insects: In this Instruction Module, students observe and compare some of the unique stages that insects such as butterflies and grasshoppers undergo during their life cycle.

Instruction Module

Plant Life Cycles: In this Instruction Module, students observe example of plant life cycles and recognize that plants have a complex life cycle. They learn about the different stages in the life cycle of a bean plant and an oak tree.

Glossaries

Life Cycle of Animals
Life Cycle of Insects

The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities

One...Two...Three...Grow!: In this Interactivity, students apply their understanding of life cycles to match different young ones with their parents. They compare the physical features of the young with different sets of parents in order to make correct matches.

Costume Mayhem!: In this Interactivity, students apply their knowledge and understanding of a butterfly life cycle. They observe the physical features of each stage in order to correctly

identify it. Once all the stages are identified, students arrange the different stages in the correct order of occurrence.

Activity Expository - Entomologists

Quiz Life Cycle of Animals
Life Cycle of Insects

Reader Life Cycles of Butterflies

Big Idea 17: Interdependence

Unit 1: SC.2.L.17.1 - Needs of Plants and Animals

Description: [SC.2.L.17.1] In this topic, students will learn to differentiate between living and nonliving things and compare the basic needs that all living things have.

Teacher Resources Needs of Plants and Animals

Instruction Module **Needs of Plants and Animals:** In this Instruction Module, students recognize the difference between living things and nonliving things based on their basic needs or lack of needs. They learn that humans, animals, and plants are living things, and compare their basic needs.

Glossaries **Needs of Plants and Animals**
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Activity Expository - Needs of Plants and Animal

Quiz Needs of Plants and Animals

Reader Animal Characteristics

Unit 2: SC.2.L.17.1 & 2 - Living Things and their Environment

Description: [SC.2.L.17.1; SC.2.L.17.2] In this topic, students will recognize that all organisms interact and depend on each other and their environment; they will learn that organisms have structures and behaviors that allow them to survive in their environment and meet their basic needs.

Teacher Resources Living Things and Their Environment
Animal and Plant Adaptations

Instruction Module **Needs of Animals and Plants:** In this Instruction Module, students learn about the basic needs of plants and animals.

Instruction Module **Physical Adaptations of Animals:** In this Instruction Module, students learn that physical adaptations are structures that animals have developed over time that help them survive in their environments.

Instruction Module **How Environments Affect Organisms:** In this Instruction Module, students learn how factors in the environment affect the growth and behavior of living things. They learn about migration, hibernation, and dormancy.

Instruction Module **What Living Things Depend On:** In this Instruction Module, students learn about the different ways in which organisms depend on the environment and on each other. They learn to use food chains to represent how nutrients and energy are passed from one organism to another.

Instruction Module **Adaptations of Plants:** In this Instruction Module, students learn that plants living in different environments have different physical and behavioral adaptations that help them meet their basic needs.

Instruction Module **Behavioral Adaptations of Animals:** In this Instruction Module, students learn that behavioral adaptations are actions or behaviors that help animals survive in their environments.

Glossaries **Living Things and their Environment**
Animal and Plant Adaptations
The interactive multimedia glossary provides both linguistic and non-linguistic representations of key terms related to science concepts presented in the Instruction Modules and Interactivities.

Interactivities **Build the Energy Bar:** In this interactivity, students will arrange organisms in the correct order in a given food chain.

Interactivities **Animal and Plant Adaptations:** In the Interactive section of this module, students apply their understanding of animal and plant adaptations to identify the adaptations in different animals and

plants. They also sort the different animal and plant adaptations into physical and behavioral adaptations.

Quiz Living Things and Their Environment
Animal and Plant Adaptations

Activity Expository - Mammals: Large and Small
Expository - The Parts of a Plant

Reader Do Animals Have Pockets?
The World's Tiniest Frog
Adapted Traits of Plants and Animals