



## Plants, Animals, Environment

Students will explore plant and animal life cycles. Students will understand how plants and animals interact in the dispersing of seeds and the pollination of plants. Students will explore how weather, plants, animals, and humans cause changes to their environment.

### Student Science Performance

**Grade or course:** 2<sup>nd</sup> Grade

**Title:**

**Topic:** Life Cycles/Pollination

Stability and Change in Plants and Animals

#### Performance Expectation for GSE:

##### **S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.**

- Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.
- Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.
- Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.
- Develop models to illustrate the unique and diverse life cycles of organisms other than humans.

##### **S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.**

*(Clarification statement: Changes should be easily observable and could be seen on school grounds or at home.)*

- Ask questions to obtain information about major changes to the environment in your community.
- Construct an explanation of the causes and effects of a change to the environment in your community.

#### Performance Expectations for Instruction:

Students will

- determine the sequence of common animal life cycles.
- grow a plant from a seed and make observations about the growth over time.
- explain an animal's role in dispersing seeds and pollinating plants.
- develop models of plant and animal life cycles.
- explore how weather, plants, animals, and humans cause changes to their environment.
- explain cause and effect relationship of changes to the environment.

#### Additional notes on student supports

#### Materials

**Nectar Simulation-** cups, orange cheese puffs or sugary candy, clay, skewers, sticky notes/tape, cupcake liners, tape

**Environment Hunt-** digital camera or blank paper and clipboards

**Wind Effect-** straws, hole punch, construction paper, shallow pan or container

**Plant Changes-** sticks, clay

**Plants and the Environment-** seeds, soil, shallow container, plaster of Paris

**How Seeds Travel-** cotton, yarn pieces, fabric, cotton balls, feathers, hook-and-loop fasteners, double sided tape, packing tape

**Plant Life Cycle-** seeds, soil, clear plastic cups/other containers

**Animal Life Cycle-** butterfly larva, life cycle book about butterflies, non-fiction books about animal life cycles (frog, bird, butterfly, dog)

**Bees and Butterflies-** cotton balls, feathers, hook-and-loop fasteners, pipe cleaners, straws, sticks, pencils, glue, tape, clay, string, ribbon, construction paper, paper towel roll, etc.

*Students will continuously obtain, evaluate, and communicate information. This is not a linear process. Students will communicate through writing and discussions to allow for formative assessment. This benefits the teacher, student, and whole group to guide instruction to clarify misconceptions or extend content.*

**Engaging Learners**

**Phenomenon**

Animal bodies collect and transfer pollen from one flower to another. Show students the [pollination picture](#) and ask them what they see happening.

*Obtaining*

**Plant and Animal Connections-** How are these things connected? Students will watch a [video](#) of a butterfly drinking nectar from a flower.

**Animal Homes-** Ask students guiding questions: How do butterflies get their food? Do they always get their food the same way? Do butterflies help plants grow? Show [Environment Pictures](#) to the students.

Ask: What would happen to the flowers the butterflies were getting nectar from, if one of the following things happened? Students can write their responses in their journals or using the handout provided, [Butterflies and the Environment Handout](#).

As a class, construct a chart with students' explanations of each effect.

Ask:

1. What new questions do you have now?
2. How could you prevent this?
3. What could you do to protect the bees/butterflies?

Give students time to problem solve and discuss possible solutions for solving the problems listed. Students may choose to extend this activity with further research outside of class.

**Environment Hunt-** Go on a nature walk outside. Students will take pictures or draw pictures of changes they see in their environment. Students will look for evidence of land changes. Students will record findings and sketch pictures of the changes they found, labeling potential causes. Students will plan and carry out an investigation about how changes to our land can occur. How could we see if land changes occur? Students should record their plan in their journals or using the handout provided, [Land Change Investigation](#).

Students may decide to place an object outside and see if it stays the same or if there are any changes to the object in a few days. After a few days, students will go back on the same nature walk and look to see if any additional changes have taken place. Students will check on their investigation. Students will take additional pictures or draw pictures showing land changes.

**Plant Life Cycle-** Students will plant a seed in soil and observe the life cycle of their plant over time. Students will record changes they see and record with pictures and dates. Students should plant seeds in a clear cup or other clear container, so they can see the roots and how they hold the soil in place. The teacher will help students see the connection of roots helping to hold the soil and how this can benefit our environment.

**Animal Life Cycles-** The teacher will read a book about the life cycle of the butterfly. The teacher will ask students if the butterfly looked the same during the beginning of the book than the middle of the book and the end of the book?

The teacher will have butterfly larva for students to observe throughout the instructional segment.

*Teacher note: Butterfly larva are available from science supply catalogs.*

How do animals grow and change? The teacher will provide picture cards for students to sequence based on animal life cycles (see handout, [Life Cycle Cards](#)).

The teacher will provide non-fiction books about animals (examples- frogs, butterflies, birds, and dogs) for students to read and discuss as they sort the cards.

*Evaluating*

**Plant and Animal Connections-** Students should share student responses at their table groups and evaluate each answer. Students may need to do research to find out if a worm and a caterpillar grow in the same ways.

**Animal Homes-** Students will evaluate the responses of each group member and find commonalities amongst them.

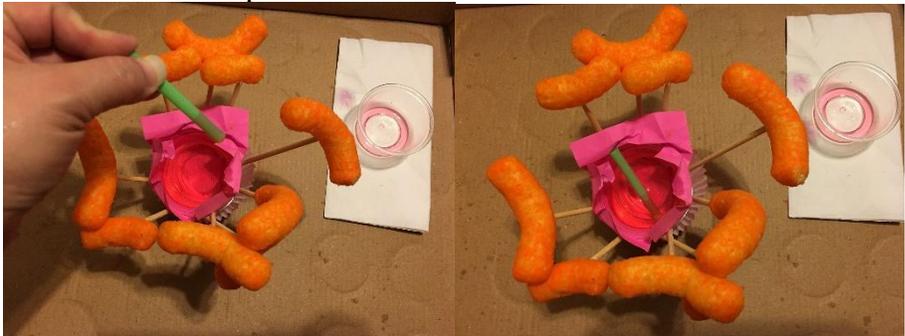
**Environment Hunt-** Students will communicate their plan for the investigation in their journals or the handout provided.

**Plant Life Cycle-** If a plant stopped growing, or never started to grow, ask students what the potential causes were. Have students draw and explain the life cycle of a plant using vocabulary discussed in class.

**Animal Life Cycles-** During the instructional segment teachers should help students make connections with animals and the environment by asking guiding questions. For example, while observing the chrysalis, a student may get excited and swing or grab the butterfly net aggressively. This can lead into a discussion about being careful of living things. The teacher may ask students, what would happen if a chrysalis was hanging on tree branch and wind from a thunderstorm knocked the chrysalis off the tree branch? What would happen to the life cycle of the butterfly? Teachers should create a class culture of respect for living things and their role they play in our environment.

*Communicating*

**Plant and Animal Connections-** Students will write in their journals or use the handout, [Plant and Animal Connections](#). Ask students to generate questions about what they saw. How did the butterfly get what it needed? How do plants and animals work together? How do animals make changes to their environment? Do plants and animals help or hurt the environment? How are a worm and a caterpillar alike and different? Do they grow in the same ways?

	<p><b>Animal Homes-</b> Now with the guided model and discussion of the effects taken on butterflies, students will complete these next two prompts in small groups or independently. Students may write in their journals, use chart paper in small groups for recording, or use the handout provided, <a href="#">Animal Homes</a>.</p> <p>Prompt 1: In the pond by my house some tadpoles have made a home. What would happen if a company decided that they wanted to fill in the pond and build a new building? What would happen to the life cycle? What are the options for the tadpole’s home?</p> <p>Prompt 2: A tree with a bird’s nest at our school fell over. How would this affect the bird’s life cycle? Allow students to ask questions and discuss what could be done.</p> <p><b>Environment Hunt-</b> Did you find changes to the environment from each change agent? Were there changes from weather, animals, people, and plants? If there were no changes from one of the change agents, why do you think no change occurred?</p> <p><b>Plant Life Cycle-</b> Students should record plant growth in their journals and label each picture with the point in the plant’s life cycle.</p> <p><b>Animal Life Cycles-</b> Students will draw pictures representing each stage of the butterfly’s life cycle and record with dates.</p>
<p><b>Exploring</b></p>	<p><i>Obtaining</i></p> <p><b>Nectar Simulation-</b> Can you mimic how a butterfly gets what it needs? Use the following materials to construct an explanation of an animal’s role in pollination. Materials to be provided include: orange cheese puffs, clay, skewers, sticky notes/tape, cupcake liners, tape, cups.</p> <p>Students will place a small cup in a paper cupcake liner. Fill the cup up halfway with water or juice. This is the nectar. Use skewer sticks (cut into small pieces) around the cup using clay. Place sticky notes or pieces of tape around the cup with the sticky side up. Place orange cheese puffs on each skewer piece. Give each student a straw. Have each child place the straw in the liquid then put their finger on the other end to hold the liquid in the straw. Each student will also have a small bottle cap or small cup sitting on a paper towel near the flower cup. The student will then bring the straw over to another small cup or bottle top and try to fill it up with the “nectar”. As students go back and forth between the “flower” and the bottle top they will mimic the pollination process. Pieces of the orange cheese puff will transfer to their hand and to the bottle cap area.</p> 

\*Note in case of allergies, sugary candy could be cut up and used in place of the cheese puffs. While it may not be as noticeable, the sugar should transfer to the student's hand.

After students have participated in the nectar simulation ask students if they have any new questions about how plants and animals work together.

**How Seeds Travel-** The teacher will give each student a piece of double sided tape and have them stick the tape on the bottom of their shoe. The students will walk around the room for a few minutes taking to others. After a few minutes, ask the students to peel the tape off and look at it. What happened? What questions do you have?

The teacher will ask students how seeds travel? Students will participate in an activity to mimic how seeds can travel.

The teacher will make gloves with hook-and-loop pieces (hook side) glued to each finger of the glove. Students can take turns putting on the glove and picking up things in the classroom. Items to pick up should include items that can attach to the hook-and-loop fastener (cotton, yarn pieces, fabric, etc.). An alternative would be to make a tape bracelet where the tape is turned around, so the sticky side faces out. Students can walk around and see what sticks to the tape.

Do animals move seeds? What part of a dog may help seeds travel? What part of a bird might move seeds? How is the life cycle of a dog different than the life cycle of a bird? Have students explore the life cycle of a dog and bird by drawing a model of each life cycle. Students may need to reference books or internet sources for assistance with the life cycles models.

**Wind Effect-** How can we see the effects of wind on the growth of plants and the start of new life cycles? Provide students with the following supplies: shallow pan or container, paper dots from a hole punch, and straw. What could we do to show the effects of wind on plant growth? Students should be careful when blowing the paper dots as to not blow them in someone's eye.

**Plant Changes-** How do plants cause changes in our environment? Go outside and look around for evidence of plants making changes. Show students the pictures in the presentation: **Environment Slides** (located in the Teacher Resource Link).

As students view the slides ask:

What happened? What questions can you ask to determine the cause of the change?

Instruct students to plan and carry out an investigation to show the effect of plant growth on the land. Provide students with sticks and clay.

Review with students the previous instructional unit on pushes and pulls. How did the plants push through the sidewalk? Are any parts of the plant being pulled?

	<p><b>Plants and the Environment-</b> As a whole class exploration, grow seeds under a layer of plaster of Paris. Soak bean seeds overnight. Place the seeds in a shallow container of soil. Cover the bean seeds with a <u>very</u> shallow layer of plaster of Paris. Students will observe the growing plants over time and make observations. Students will see the seeds grow and push through the layer of plaster of Paris.</p>
	<p><i>Communicating</i></p> <p><b>Nectar Simulation-</b> Students will share their observations with their peers. Students will draw a model of the flower and the bee or butterfly. Students will construct an explanation of the animal’s role.</p> <p><b>How Seeds Travel-</b> Students will make a t-chart listing the items that stuck and didn’t stick. The teacher will look for students to communicate that seeds can get stuck in an animal’s fur or stick to their bodies.</p> <p><b>Wind Effect-</b> Students should respond in student journals, what do the paper dots represent in the exploration? What did the air through the straw represent? What questions do you have? What problems are caused by this effect? How could you prevent the spread of seed germination?</p> <p><b>Plant Changes-</b> During the exploration, students should communicate the effect of the plant (stick) on the land (clay). The plant roots pushed through the soil and cracked the sidewalk/or pushed through the soil.</p> <p><b>Plants and the Environment-</b> In student journals students should answer the questions that follow. What do you predict will happen to the plants? What does the layer of plaster of Paris represent?</p>
	<p><i>Evaluating</i></p> <p><b>Nectar Simulation-</b> The teacher will ask students to identify what happened during the nectar simulation. The teacher will ask students to reflect back to the instructional segment on pushes and pulls. How did you use pushes and pulls to affect the motion of the nectar?</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>● Why was your hand covered with orange cheese puffs?</li> <li>● How would butterfly larva get food from a plant?</li> <li>● How does the stage a butterfly is in effect the way it gets food?</li> <li>● Do all animals help plants grow?</li> <li>● Do animals also harm plant growth?</li> <li>● What changes in the environment take place because of this?</li> </ul> <p><b>How Seeds Travel-</b> Students will reference the t-chart they made in their journals. The teacher will ask students what qualities the items have that made them stick? This is a good time to have students reference the instructional segment on matter and properties. The teacher will ask students to explain how the activity relates to the way that animals carry seeds.</p> <p>How are the plants and animals in the pictures similar or different? How are their life cycles alike or different? How are animal and plant life cycles dependent on each other?</p>

	<p>Students will determine what step in the plant’s life cycle was represented with the activity. Students will describe how plants and animals work together.</p> <p><b>Wind Effect-</b> Is the effect of the wind on seeds helpful or harmful to the environment? Describe a time when the wind can be helpful and a time when it can harmful.</p> <p><b>Plant Changes-</b> Students should fill in the blank based on the activity. The cause of the cracked sidewalk was _____. My explanation is _____.</p> <p><b>Plants and the Environment-</b> If a road was made over plants in the beginning of the life cycle, what would happen to the plants? Should we never make sidewalks or roads? Evaluate whether it is best to let the plants grow or to stop the plant growth with a new sidewalk?</p>
<p><b>Explaining</b> Finalizing Model</p>	<p><b><i>Formative Assessment of Student Learning</i></b></p>
	<p><i>Obtaining</i> <b>Environment Protectors-</b> Ask:</p> <ul style="list-style-type: none"> <li>● How can we be environment protectors?</li> <li>● What could we do as a class to prevent our environment from being disturbed?</li> <li>● What in our environment needs protection?</li> <li>● Brainstorm a list of things in your school environment that need protection with possible means of protection.</li> <li>● What animals need protection?</li> <li>● What plants need protection?</li> <li>● How can we inform others of the necessary steps they can take to protect their environment?</li> </ul> <p>Students will make posters of areas where they can walk and places they need to avoid. Students will design ways to protect certain areas of the playground. <i>Examples: We can build a fence to protect the flower beds that provide nectar to the butterflies. We can make signs to show students the harm the tree receives when students hang from the branches. We can place signs near the pond to avoid throwing trash in the tadpole’s habitat.</i></p> <p>Students will brainstorm ideas and then design a solution to the environmental hazards in their school environment.</p>
	<p><i>Evaluating</i> Students should evaluate their success. After a certain amount of time (1 week or more), students should go back on their environment walk and see if their signs helped make a difference. Were there factors they couldn’t influence? If it rained, could you have prevented the rain from washing out the path? Students can write in their journals and create new steps to help protect their environment.</p>
<p><i>Communicating</i> Students will communicate their ideas through their posters and during the class brainstorm. Students may want to invite another class to participate in their environment protector program. They can work cooperatively to help the school environment.</p>	

<p><b>Elaborating</b> Applying Model to Solve a Problems</p>	<p><b>Phenomenon</b> <b>Bees and Butterflies-</b> Bees and Butterflies drink nectar. What would happen if there were no bees and butterflies? Have students ask questions to determine what they could do to help plants grow if bees and butterflies were in short supply.</p> <p>Design a simple model that mimics the function of a bee or butterfly in pollinating plants. Students can test their models to see if their design solution works.</p> <p><i>Obtaining</i> Students will research the structure and function of bees and butterflies to determine their solution. Students should use books and websites to research. Students may consult an expert from the community for support. The teacher may inquire about guest speakers who may be able to share their knowledge with students.</p> <p><i>Evaluating</i> Students will evaluate which materials would work best.</p> <p>The teacher may provide students with cotton balls, feathers, hook-and-loop fastener tape, pipe cleaners, straws, sticks, pencils, glue, tape, clay, string, ribbon, construction paper, paper towel roll, etc. Students should create a plan for their model.</p> <p>Students will sketch out their model and label the materials that they will use.</p> <p><i>Communicating</i> Students will test out their device and determine the effectiveness. Students will view other student’s devices and make suggestions for improvements. Students may choose to make improvements to their models and try it again.</p>
<p><b>Evaluation</b></p>	<p style="text-align: center;"><b>Assessment of Student Learning</b></p> <p>Students will record changes from the growth of their plant over time. Students will develop a model to show the life cycle of a plant. Students will construct an explanation of an animal’s role in dispersing seeds or in the pollination of plants. Students will develop models to illustrate the life cycle of a butterfly, and other animals discussed. The teacher will assess student generated questions and models drawn in their science journals. Students will draw a picture and write a sentence about how weather, plants, animals, and humans help and harm the environment. Students may use their journals or the handout, <a href="#">Help or Harm</a>. Have students match the causes with the effects using this handout, <a href="#">Causes and Effects in My Environment</a>.</p>
<p><i>SEP, CCC, DCI</i></p>	<p style="text-align: center;"><b>Science Essentials</b></p>
<p>Science and Engineering Practices</p>	<ul style="list-style-type: none"> <li>● Asking questions and defining problems</li> <li>● Developing and using models</li> <li>● Planning and carrying out investigations</li> <li>● Constructing explanations and designing solutions</li> <li>● Obtaining, evaluating, and communicating information</li> </ul>
<p>Crosscutting Concepts</p>	<ul style="list-style-type: none"> <li>● Stability and Change</li> <li>● Patterns</li> <li>● Cause and Effect</li> </ul>
<p>Disciplinary Core Ideas</p>	<p>From <a href="#">A Framework for K-12 Science Education</a>:</p>



	<ul style="list-style-type: none"> <li>● LS1A: Structure and Function</li> <li>● LS1B: Growth and Development of Organisms</li> <li>● LS2A: Interdependent Relationships in Ecosystems</li> <li>● LS2C: Ecosystem Dynamics, Functioning, and Resilience</li> <li>● ESS2E: Biogeology</li> <li>● ESS3C: Human Impacts on Earth Systems</li> </ul>
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**Additional Supports for struggling learners:**

**The following supports are suggestions for this lesson and are not the only options to support students in the classroom. These supports target students that struggle with science material, this lesson or a previous lesson. These are generalized supports and do not take the place of IEP accommodations as required by each student’s Individualized Education Program.**

**General supports for the following categories:**

**Reading:**

1. The teacher can have students match letters prior to reading to remind them of the alphabet.
2. The teacher can have students identify words that they know in the text as the class reads.
3. The teacher should remind students to use strategies when they are reading.

**Writing:**

1. The teacher can provide practice for students in the area of writing both in context and practicing just letters.
2. The teacher can provide a sentence starter for the students.
3. The teacher should continually give encouragement to the students.
4. The teacher can provide constructive positive feedback during the writing process to help students understand the expectations.

**Math:**

1. Provide students with opportunities to interact with numbers.
2. The teacher can provide manipulatives to allow the students to count and interact with materials.

**Supports for this specific lesson if needed:**

**Performance expectations for instruction:**

1. The teacher should provide information to students in various formats to reach as many students as possible.
2. The students should be given adequate time to complete each part of the lesson.
3. The students should be allowed to express their knowledge in various formats.

4. The teacher should be sure to provide multiple ways for the students to communicate their knowledge of the material.

**Engage:**

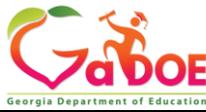
1. The teacher should ask students to make observations about the image.
2. The teacher should have clear and consistent guidelines for class discussion. These guidelines should help students feel more comfortable and be more likely to participate in the discussion.
3. The teacher should consider showing a video of pollinators as needed.
4. The teacher should be sure to provide multiple ways for the students to communicate their knowledge of the material. This could include labeling images, drawing pictures, writing or verbally explaining.
5. Students may need additional time to complete their assignment.
6. The teacher should consider taking students outside to observe pollinators if time allows.
7. The teacher should consider letting students fill in a KWL chart prior to answering the questions as a class.
8. The teacher should consider asking students if they have any personal experience with pollinators (i.e. pollinator garden at home, visit to a pollinator garden or raising bees or butterflies).
9. The teacher should consider giving students an organizer to plan their investigation.
10. The teacher can have students observe plant growth in the classroom.
11. The teacher can have the students draw what they see as the plant grows.
12. The teacher should consider leaving the book out where students can refer to it after reading it aloud.
13. The teacher should consider using images and/or a time lapse video as needed to help students see how organisms grow.
14. The teacher should consider using the life cycle cards as a manipulative and then asking students to justify.

**Exploring:**

1. The teacher should consider setting up a flower for each group in advance of the activity.
2. The teacher should be prepared to repeat directions as needed.
3. The teacher should explicitly point out to each group that some of the dust from the “outside of the flower” has transferred to their hands.
4. The teacher should consider providing question stems to the students to help get them started on drafting questions.
5. The teacher should have clear and consistent guidelines for discussion. These guidelines should help students feel more comfortable and be more likely to participate in the discussion.
6. The teacher should consider a formative assessment and then review, re-teach or enrich as needed.
7. The teacher should be sure to provide multiple ways for the students to communicate their knowledge of the material. This could include labeling images, drawing pictures, writing or verbally explaining.
8. Students may need additional time to complete their assignment.

**Explaining:**

1. The teacher should have clear and consistent guidelines for class discussions. These guidelines should help students feel more comfortable and be more likely to participate in the discussion.
2. the teacher should consider providing students with an organizer to help with designing a solution.
3. The teacher should be sure to provide multiple ways for the students to communicate their knowledge of the material. This could include labeling images, drawing pictures, writing or verbally explaining.
4. Students may need additional time to complete their assignment.



5. The teacher should consider allowing students to revise their work after seeing other solutions.

**Elaborating:**

1. The teacher should consider providing students with an organizer to help them design a solution.
2. The teacher should consider giving students sources to use in their research.
3. The teacher should prepare students in advance for any guests that may come to the classroom.
4. The teacher should be sure to provide multiple ways for the students to communicate their knowledge of the material. This could include labeling images, drawing pictures, writing or verbally explaining.
5. Students may need additional time to complete their assignment.

**Evaluating:**

1. Students may need additional time to complete their assignment.
2. The teacher should be sure to provide multiple ways for the students to communicate their knowledge of the material. This could include labeling images, drawing pictures, writing or verbally explaining.

## Pollination Picture



[Return to Instructional Segment](#)

## Environment Pictures



[Return to Instructional Segment](#)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Butterflies and the Environment

**Directions:** What would happen to the butterflies if their environment was changed by one of these pictures?



New homes were built over the flowers.

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Trees fell on top of the flowers.

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Water washed the garden out.

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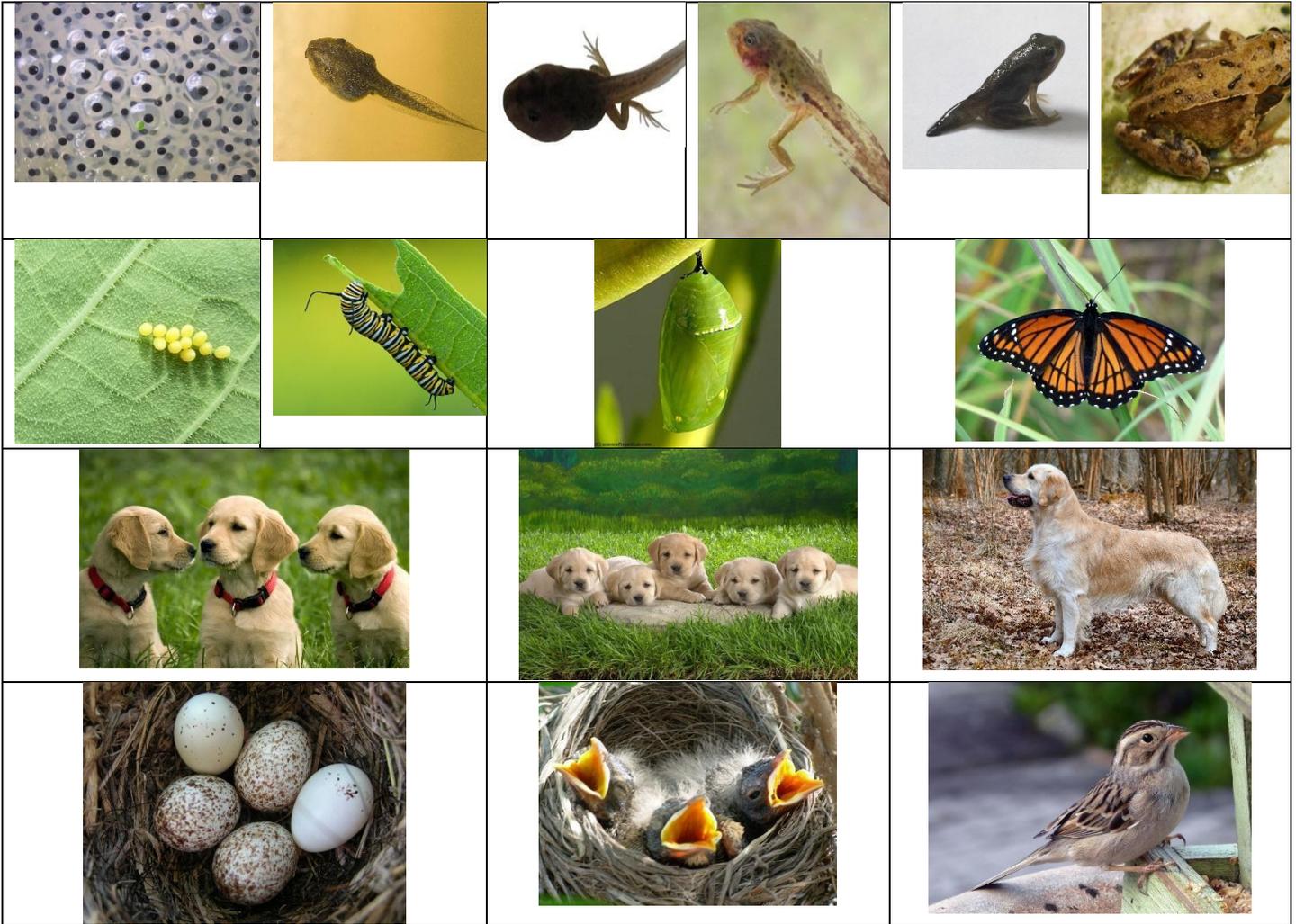
Name \_\_\_\_\_ Date \_\_\_\_\_

### Land Change Investigation

<p>Before we began the investigation, the land looked like this:</p>	<p>When the investigation was over, the land looked like this:</p>
<p>Weather changed/did not change the land:</p>	
<p>People changed/did not change the land:</p>	
<p>Animals changed/did not change the land:</p>	
<p>Plants changed/did not change the land:</p>	

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# Life Cycle Cards



[Return to Instructional Segment](#)



## Plant and Animal Connections

My Questions	My Picture
How did the butterfly get what it needed? _____ _____ _____	How do plants and animals work together? _____ _____ _____
How do animals make changes to their environment? _____ _____ _____	Do plants and animals help or hurt the environment? _____ _____ _____
How are a worm and a caterpillar alike and different? _____ _____ _____	Do worms and caterpillars grow in the same ways? _____ _____ _____

[Return to Instructional Segment](#)

Name \_\_\_\_\_ Date \_\_\_\_\_

### Animal Homes

In the pond by my house some tadpoles have made a home. What would happen if a company decided that they wanted to fill in the pond and build a new building? What would happen to the life cycle? What are the options for the tadpole's home?



A tree with a bird's nest at our school fell over. How would this affect the bird's life cycle?





Name \_\_\_\_\_ Date \_\_\_\_\_

### Help or Harm

**Directions:** Draw a picture of one-way weather, plants, animals, and humans help and harm the environment. Use the sentence starters provided.

_____ can <b>help</b> the environment by _____ _____.	_____ can <b>harm</b> the environment by _____ _____.



Name \_\_\_\_\_ Date \_\_\_\_\_

### Causes and Effects in My Environment

Cause	Effect
	The sidewalk was cracked.
A bird made a home in a tree.	
	A puddle is formed.
A squirrel plants an acorn.	
	The grass under the swings is worn away.
A beaver builds a home.	
	Footprints were found in the dirt.
A new shopping mall is built.	
	Plastic bottles and candy wrappers were found on the playground.
A storm with heavy rain and winds comes through the town.	

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