Reading the Landscape

- Look in the distance—
- Observations
  - Sky
  - Landform
  - Sounds
  - Weather

- Move in gradually—
- Observations
  - I can see
  - I can hear
  - I can feel
  - I can smell

Native Plants

- Common names:

- Scientific names:

Science TEKS

- Kindergarten:
- 2.a. Ask questions about the natural world.
- 2.b. Plan and conduct descriptive investigations.
- 2.d. Record and organize observations.
- 2.e. Communicate descriptive observations.
- 3.a. Identify, explain and find a solution to a problem.
- 3.b. Make predictions based on observable patterns in nature.
- 4.b. Use the senses to observe and identify patterns in the environment.

Science TEKS

- First Grade:
- 2.a. Ask questions about the natural world.
- 2.b. Plan and conduct simple descriptive investigations.
- 2.d. Record and organize data.
- 2.e. Communicate observations and provide reasons for explanation using data from descriptive investigations.
- 3.a. Identify and explain a problem and propose a solution.
- 3.b. Make predictions based on observable patterns.
- 9.b. Analyze and record examples of interdependence.]
- 9.c. Gather evidence of interdependence.
- 10a. Investigate how the external characteristics of an animal are related to how it lives.
- 10b. Identify and compare parts of plants.

Science TEKS

- Second Grade:
- 2.a. Ask questions about organisms.
- 2.b. Plan and conduct descriptive investigations.
- 2.d. Record and organize data.
- 2.e. Communicate observations and justify explanations using data from descriptive investigations.
- 2.e. Compare results with what scientists know.
- 9.a. Identify the basic needs of pants and animals.
- 9.b. Identify factors in the environment which affect growth and behavior.
- 9.c. compare and give examples of ways living organisms depend on each other and the environment.
- 10a. Observe, record and compare how physical characteristics and behaviors help animals meet their basic needs.
- 10b. Observe, record and compare how physical characteristics and behaviors help plants meet their basic needs.
- Investigate and record some of the unique stages insects undergo during their life cycle.

Science TEKS

- Third Grade:
- 2.d. Analyze and interpret patterns in data to construct reasonable explanations from investigations.
- 2.f. Communicate valid conclusions.
- 3.a. analyze, evaluate and critique scientific explanations, using empirical evidence, logical reasoning and observation to encourage critical thinking.
- 9.a Observe and describe physical characteristics of environments and how they support populations and communities within an environment.
- 9.b. Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the environment.
- 9.c. Describe environmental changes when some organisms thrive and others perish.
- 10a. Explore how structure and functions of plants and animals allow them to survive in a particular environment.'
- 10b. Explore that some characteristic are inherited and recognize that some are learned in response to a certain environment.

Science TEKS

- Fourth Grade:
- 2.d. analyze date and interpret patterns to construct reasonable explanations from data that can be observed.
- 3.a. analyze, evaluate and critique scientific explanations using empirical evidence, logical reasoning and observation to encourage critical thinking.
- 10a. Explore how adaptations enable organisms to survive in their environment.
- 10c. Explore, illustrate and compare life cycles in living organism.

Science TEKS

- Fifth Grade:

- 9.a. Observe the way organisms live and survive in their ecosystems by interacting with living and non-living elements.
- 9.c. Predict the effects of changes in ecosystems caused by living organisms, including humans, such as overpopulation of grazers or the building of highways.
- 10.a. Compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet on aquatic animals.

Ecological Concepts

- Ecosystem
- Ecoregion
- Ecotone
- Habitat
- Species
- Canopy tree
- Understory tree
- Biodiversity

- Relationship
  - Neutral
  - Both benefit
  - One benefits, one neutral
  - One benefits, one harmed
  - Both necessary for survival

I Wonder

- My wonderings:
- What I think I know:
- How can I find out:

- Sources of information:
- Observation:
- Experiment:
- What I confirmed: