



NATIONAL GEOGRAPHIC
Science

FLORIDA

CORE
K-5



 **Start the Experience**

NATIONAL GEOGRAPHIC
Science

FLORIDA



A rare Suwannee cooter swims through clear Florida waters.



Promote science success as you share
The National Geographic Experience

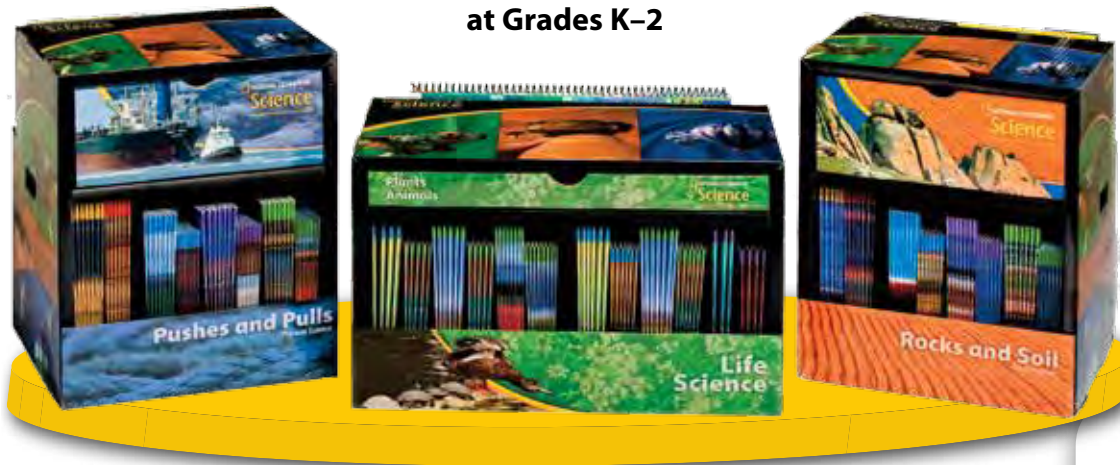
- Immerse Students in the Nature of Science and Inquiry
- Unlock the Big Ideas in Science for All Learners
- Build Scientific and Content Literacy
- Address STEM Inquiry



Built for Florida Classrooms

Modular Life, Earth, and Physical Science units at the primary grades allow you to engage K–2 students in a wealth of active discovery and shared exploration through the use of Big Books and student books. The program then grows with your students by transitioning to hardbound, grade-level Student Books at grades 3–5. At every grade, our award winning technology gives students and teachers online access to the books and digital program resources.

Modular unit-based Classroom Sets at Grades K–2



Big Ideas Student Books incorporating Life, Earth, and Physical Science at Grades 3–5



Grade 3



Grade 4



Grade 5

Complete and Flexible



Integrated Print and Technology with Hands-On Inquiry

Program Authors



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Take Students Beyond the Classroom

Students join leading National Geographic Explorers and scientists in the field via special video segments launching each unit and at many other points throughout the program. These valuable interactions provide students with real-life models of how scientists conduct studies and gain scientific knowledge, and provide an excellent opportunity to address STEM topics in the classroom.



Constance Adams
National Geographic Emerging Explorer,
Space Architect



Stephon Alexander, Ph.D.
National Geographic Emerging Explorer,
Theoretical Physicist



Thomas Taha Rassam Culhane
National Geographic Emerging Explorer,
Urban Planner



Luke Dollar, Ph.D.
National Geographic Emerging Explorer,
Conservation Scientist



Marianne Dyson
Science Writer and Former NASA
Flight Controller,



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Archaeologist



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National Geographic Filmmaker, Marine
Biologist, Conservationist, Inventor



Mireya Mayor, Ph.D.
National Geographic Emerging Explorer
Primatologist, Conservationist



Ainissa Ramirez, Ph.D.
Physicist



Tim Samaras
National Geographic Emerging Explorer
Severe-Storms Researcher



Tierney Thys, Ph.D.
National Geographic Emerging Explorer
Marine Biologist, Filmmaker



Katy Walter, Ph.D.
National Geographic Emerging Explorer
Aquatic Ecologist, Biogeochemist



Connections to Real Scientists!

Integrated Technology

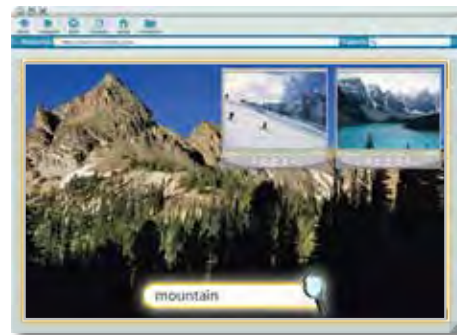
For Students

The Student Home Page provides easy access to an array of technology tools designed to support and enhance the student's learning.



Student eEditions

- **Big Ideas, Student Inquiry Books, Become an Expert, Explore On Your Own, and Science in Action** books available online
- Highlighting, note-taking and search tools built-in, along with Read-to-Me audio support.



National Geographic Digital Library

- Access to videos, images and simulations
- Easy-to-use search and topic-specific media packages.



Vocabulary Games

- Highly-interactive student games with rewards to teach vocabulary from units at K–2 and chapters at 3–5.

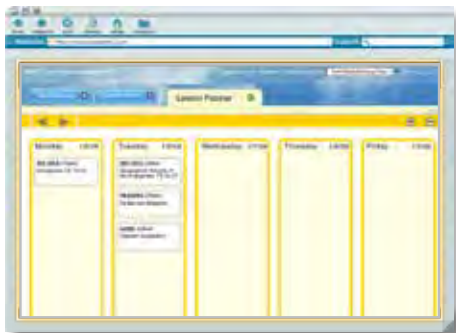


Enrichment Activities

- Interactive resources to expand science concepts presented in the units.

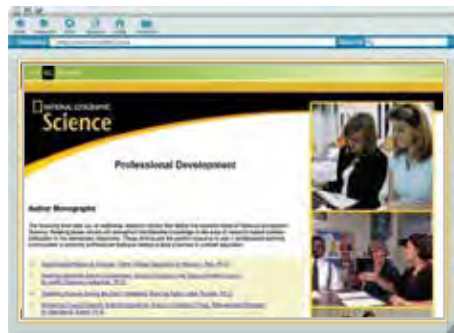
For Teachers

The Teacher Home Page provides the ability to easily find and manage program technology resources and provides online access to the full array of student and teacher materials, including eAssessment.



Online Lesson Planner

- Tailor instruction to the amount of time you have each day
- View and monitor Next Generation Sunshine State Standards coverage
- Plan group and independent work
- Print plans at-a-glance or in detail.



Online Professional Development

- Resources to enhance lesson delivery and encourage best practices.



Teacher eEdition

- Online edition with embedded links to Unit Launch Videos, Assessment Handbook, and Learning Masters.



Classroom Presentation Tool

- Allows teachers to project all print materials and visuals for a lesson.



Revealing the Nature of Science

In *National Geographic Science Florida*, process skills build at each grade level to ensure a complete understanding of the Nature of Science. Throughout the program, process skills and the Nature of Science work together to help students think and act like scientists.

	Kindergarten	Grades 1 & 2	
PROCESS SKILLS	OBSERVE	OBSERVE & INFER	
Nature of Science	<ul style="list-style-type: none"> Science knowledge is based on evidence. Science knowledge can change based on new evidence. 	<ul style="list-style-type: none"> Science conclusions are based on observation and inference. Science theories are based partly on things that cannot be observed. 	
	Grade 3	Grade 4	Grade 5
	CLASSIFY	PREDICT/HYPOTHESIZE	DESIGN EXPERIMENTS
	<ul style="list-style-type: none"> There is often no single "right" answer in science. 	<ul style="list-style-type: none"> Scientific theories provide the base upon which predictions and hypotheses are built. 	<ul style="list-style-type: none"> There is no single, scientific method that all scientists follow. There are a number of ways to do science.


Think Like a Scientist

How Scientists Work

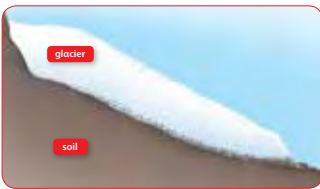
Using Models

Scientists use models to better understand the natural world. Models can show how something in real life looks or how it works.

2-Dimensional Models An illustration is a 2-dimensional model. It might show features or processes, such as the form of a glacier and how the glacier can change the land. Drawings, diagrams, and maps are other examples of 2-dimensional models.



glacier



glacier

soil

This 2-dimensional model shows what you would see if you cut down through a glacier into the soil.

Computer Models Scientists use computer models to show how things work and change in the natural world. Computer models can also be used to make and test predictions.

The Florida map is a computer model that combined different types of data to produce a single picture. The map shows when scientists predict that a common weed will begin to grow in different parts of Florida. Scientists used data about soil and air temperatures to make the computer model.

Predicted Tropical Signalgrass Emergence

+ Ft. Lineament

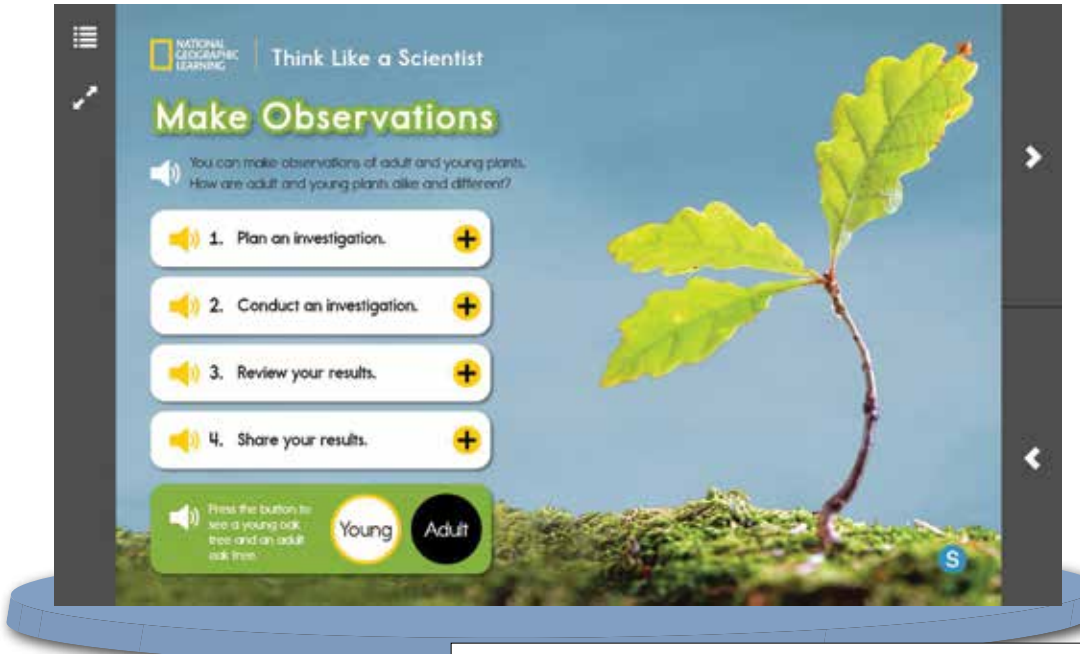
+ Weather Stations

Predicted Emergence Date

- April 29
- April 22
- April 15
- April 8
- April 1
- March 25
- March 18
- March 11
- March 4
- February 26
- February 19
- February 12

Increase Hands-on STEM with Science in Action

National Geographic images, combined with hands-on activities, increase student understanding of the Next Generation Sunshine State Standards. *Science in a Snap* and *Investigate* sections offer opportunities for hands-on experiences to reinforce science concepts and increase STEM engagement. National Geographic Explorers are featured as models for students in how to solve real-world problems using science and engineering methods and processes.



Science in Action Student eBook

Science in Action Lesson 25

Chapter 2: How Are Animals Alike and Different?
Lesson 25: Fishes, Amphibians, and Reptiles
NG Florida Science Grade 3 Life Science Teacher's Edition, pp. T58–T63

Resources

- NG Florida Science Grade 3 Life Science Teacher's Edition
- NG Florida Science Grade 3 Big Ideas Book
- Science in Action Grade 3 Student Edition
- Science in Action Grade 3 Teacher's Guide

ENGAGE

- **NG Florida Science Grade 3 Life Science Teacher's Edition**, p. T58 **Tap Prior Knowledge**
 - Ask students to describe the characteristics and habitat of a goldfish, frog, and snake, and write their responses on the board. This may take the form of a list below the name of each name. Alternatively, you may want to write the name of each animal at the center of a word web and then write students' responses around the appropriate animal.

EXPLORE

- **NG Florida Science Grade 3 Big Ideas Book**, pp. 58–63 **Preview the Lesson**
 - Display pages 58–59. Read the heading and both subheadings aloud. Ask students to scan the photos, as well as the labels and captions. Have students describe what they see. Students may say they see a shark with its gills and fin labeled and a fish with its scales magnified.
 - Display pages 60–61. Read the text subheading aloud. Ask students to scan the photos, as well as the captions. Have students describe what they see. Students may say they see an alligator basking in the sun. They may also say they see a crocodile in a different stage of development, including eggs, a young crocodile, and a crocodile that is almost an adult.
 - Display pages 62–63. Read the text subheading aloud. Ask students to scan the photos, as well as the captions. Have students describe what they see. Students may say they see a colorful bird, an emerald tree toad, and a tree toad.
 - Ask students to predict what they think they will learn about in this lesson. Students may say that they think they will learn about the differences between fishes, amphibians, and reptiles.

EXPLAIN

- **NG Florida Science Grade 3 Life Science Teacher's Edition**, pp. T58–T63 **Teach**
 - Ask students to refer back to the class discussion on goldfish, frog, and snake from the Tap Prior Knowledge. As a class, review students' ideas, and discuss any changes that should be made to their responses on these animals' characteristics and habitats.

Next Generation Sunshine State Standard
• SC.3.L.16.3 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, mollusks, and invertebrates), show how they breathe and how they lay eggs according to their physical characteristics and behaviors, and/or

Objectives
 Students will be able to:
 • Describe the physical characteristics of fish, amphibians, and reptiles.

ELABORATE

- **Science in Action Grade 3 Student Edition and Teacher's Guide**, Lesson 25: Investigate Life Cycles
 - Classroom Management for Investigate Life Cycles
 - Materials: For groups of 4–5 students in the Life Cycle of a Salamander charts (EM3, 2 versions), a packet of construction paper (2 plus stick), 4 markers
 - **Advance Preparation:** Make copies of the Snaps in the Life Cycle of a Salamander learning master.
 - **What to Expect:** Each student will make a life cycle diagram showing the sequence of stages in a salamander's life.
 - Display the lesson. Read the heading aloud. Then have students read the introduction, or read the introduction together as a class.
 - Ask: **What are spotted salamanders like?** (They are like frogs.) **Do you know what pond or stream a salamander would live in?** (Salamanders are amphibians.) **Go to the investigation, you will put the stages of the life cycle of a spotted salamander in the correct order.** This lesson expands on what students already learned about amphibians in the Big Ideas Book.
 - Review the materials students will use for the investigation. Read through the steps. Then have students work in groups of four to carry out the investigation.
 - Point out to students that the spotted salamander has the features, or red-spotted, newt that they learned about on page 61 in the Big Ideas Book. At step 1, you, students may use the Internet or other resources to find out when each life stage begins and how long it lasts. The Big Ideas Book may be a resource. You may wish to review the page on the Eastern newt or have students refer back to it in order to help them with the investigation.
 - Have students record their research and data in their science notebook. Help students develop an appropriate table in which to record the names of the four stages of the life cycle of the spotted salamander and any notes about the stages. On how students use IED and add to their science notebook.
 - Remind students of the life cycle diagrams they have discussed and drawn in their science notebook for previous lessons. Students may refer to these past graphs, diagrams to help them draw the arrows correctly to link the life stages of the spotted salamander.
 - Have students record their answers to the Wrap It Up questions in their science notebook.

"Investigate: Life Cycles"

1. **DISCOVER:** Where does the life cycle of a spotted salamander live in the water?
2. **COMPARE:** How are the life stages of the spotted salamander similar to the life stages of a frog? (Both begin life in a mass of eggs, grow into larvae that live in water, develop lungs and four limbs, and develop tails that regenerate that can regrow.)
3. **CONTRAST:** How are the life stages of a spotted salamander different from those of a frog? (A spotted salamander must spend a definite period in the larval stage. Salamanders have external gills.)

EVALUATE

- **NG Florida Science Grade 3 Life Science Teacher's Edition**, p. T63 **Assess**



Address STEM Through Leveled, Hands-On Inquiry

National Geographic Science Florida provides students with abundant and relevant hands-on explorations to facilitate a thorough understanding of key science concepts. The four levels of inquiry in the program are designed to help students build confidence and competence in scientific thought and inquiry.

Explore Activity

The *Explore Activity* builds background for the unit and activity **engages** students as they **explore**.

Explore Activity
Investigate Habitats

Question Which plants and animals live on land and which live in water?

Science Process Vocabulary
observe *verb*
When you **observe**, you use your senses to learn about an object or event.

Materials
Two sorting circles, Two color game cards, Marker, Stone pebbles, water, Several paper cards.

What to Do
1 Unfold your sorting circles.
2 Make 2 habitat cards. Write **water** on 1 card and **land** on the other.

Plants: water lily, duckweed, coral.
Animals: swift fox, prairie dog, rayfish.

Directed Inquiry

In *Directed Inquiry*, the teacher gives direct instruction throughout the activity. Students are given opportunities to **explain** what they have done, **elaborate** by asking further questions, and **evaluate** by answering questions and using a self-reflection rubric.

Directed Inquiry
Investigate How Desert Plants Survive

Question How can the waxy covering of a leaf help a plant survive in a dry desert?

Science Process Vocabulary
model *noun*
You can make a **model** to show how something works.
predict *verb*
When you **predict**, you tell what you think will happen.

Materials
Green construction paper, Scissors, Spray bottle with water, Sheet paper.

What to Do
1 Draw two leaf shapes. Cut out the leaf shapes. These are **models** of leaves.
2 Spray both leaf models with the same amount of water.

I predict that spraying the paper will make it look darker.

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Additional hands-on STEM investigations available online in the *Science in Action* eBook.



Florida Science Inquiry Kits provide all the materials required to complete inquiry activities.

Guided Inquiry

Investigate Erosion

Question How does the way water moves on soil affect the way the soil moves?

Science Process Vocabulary

variable noun
A **variable** is a part of an experiment that you can change.
You change only one **variable** while you keep all the other parts the same. You control the parts that do not change.

will only change one variable in the experiment.

Materials

- plastic container
- plastic foam cup
- paper cup
- soil
- wood block
- paper clip
- paper
- water
- measuring cup
- measuring spoon
- measuring tape
- paper
- paper clip

Do an Experiment
Write your plan in your science notebook.

Make a Hypothesis
In this investigation, you will pour water through holes in a zip-onto soil. Water moves slowly through small holes and quickly through large holes. How will this affect the amount of erosion you observe? Write your hypothesis.

Identify, Manipulate, and Control Variables
Which variable will you change?
Which variable will you observe or measure?
Which variables will you keep the same?

What to Do

1. Put on your safety goggles. Label the plastic containers 1, 2, and 3. Put one paper cupful of soil on one end of each of the containers. Put a wood block under the same end of the container as the soil. You will not pour any water into container 1.
2. Use the paper clip to poke two small holes in the bottom of the plastic foam cup.

Guided Inquiry

In *Guided Inquiry*, students become independent learners with guidance from the teacher. Students manipulate variables, provide **explanations, elaborate** by asking further questions, and **evaluate** by answering questions and using a self-reflection rubric.

Open Inquiry

Do Your Own Investigation

question Choose one of these questions, or make up one of your own to do your investigation.

- How can you use shadows caused by the sun to tell time?
- If I cool half an ionic solution at room temperature and half in a cold temperature, will the crystals that form be the same?
- What happens to sand particles of different sizes when they are blown by the wind?
- How does gravity affect soil on a slope?
- What happens when pure water and tap water evaporate?
- How is air temperature different over land and water?

Science Process Vocabulary

hypothesis noun
When you make a **hypothesis**, you make a possible answer to a question that can be tested by an experiment.

If I place an ionic solution in the sun, the crystals that grow will be large.

Open Inquiry Checklist
Here is a checklist you can use when you investigate.

- Choose a **question** or make up one of your own.
- Gather the materials you will use.
- If needed, make a **hypothesis** or a **prediction**.
- If needed, identify, manipulate, and control **variables**.
- Make a **plan** for your investigation.
- Carry out your **plan**.
- Collect and record **data**. Analyze your data.
- Explain and **share** your results.
- Tell what you **conclude**.
- Think of another question.

Open Inquiry

In *Open Inquiry*, students choose their own questions, create and carry out their own plans, collect and record their own data, look for patterns, and share that data. Students **explain** their results, **elaborate** by asking further questions, and **evaluate** by answering questions and using a self-reflection rubric.

Also Included:



offers quick investigations to activate understanding of science concepts.



Exploring Florida Standards In Depth

At every level, *National Geographic Science Florida* is targeted and focused on the Big Ideas in Science, inviting students to question, engage, actively explore, and understand the Next Generation Sunshine State Standards.

Big Idea Questions




1. Where do plants and animals live?

2. What do plants and animals need to survive?

3. How do plants and animals depend on each other?


At grades K–2, each unit is centered on three chapter **“Big Ideas”** that target instruction to the Next Generation Sunshine State Standards.

Contents

Introduction: Our Planet	4
Chapter 1 	
<small>Big Idea Question</small>	
Where Do Plants and Animals Live?	6
Water Habitats	8
Land Habitats	10
A Forest Habitat	12
Chapter 2 	
<small>Big Idea Question</small>	
What Do Plants and Animals Need to Survive?	16
Survival	18
Chapter 3 	
<small>Big Idea Question</small>	
How Do Plants and Animals Depend on Each Other?	24
Animals Need Plants	26
Plants Need Animals	32
Conclusion: Life on Planet Earth	36
Glossary	38
Index	40

Moving through the unit, students delve deeper into understanding the chapter **Big Ideas** through collaborative and independent work.

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TECHTREK



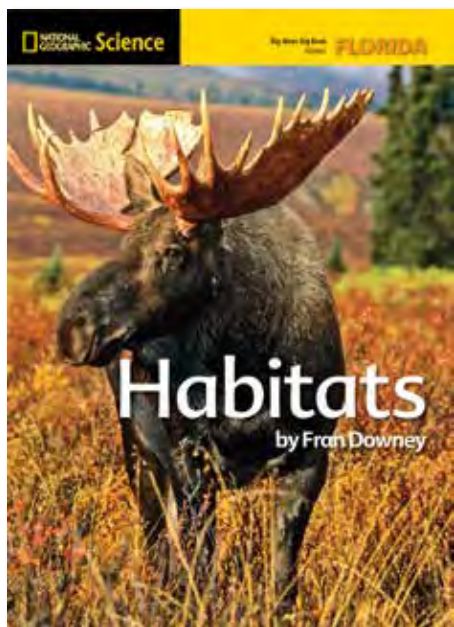
At grades 3–5, each chapter presents a **“Big Idea”** that focuses instruction on the Next Generation Sunshine State Standards.





Providing Access to Content

National Geographic Science Florida is designed to engage all learners in exploring and understanding the Big Ideas of Science. Focused instruction with built-in support helps you reach students of varying ability levels.



Chapter 3

Big Idea Question

How Do Plants and Animals Depend on Each Other?

Can you imagine a world without plants? Animals could not survive without plants. But plants could survive without animals.

24 25

Become An Expert books for grades K–2 tie directly to the unit’s Big Ideas and are presented at three reading levels, enabling teachers to effectively differentiate instruction.



Leveled **Explore On Your Own** books carry forward the topical exploration at grades K–2, offering the flexibility to either extend learning in Science, or to provide connected nonfiction reading in your Language Arts block.



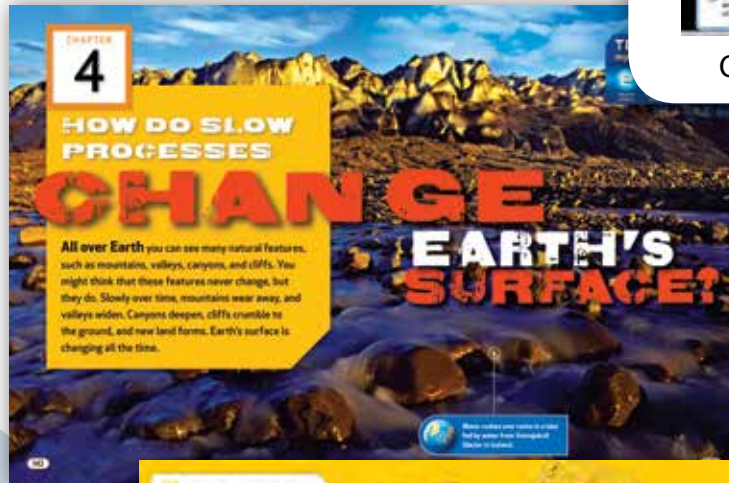
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"I start each unit by having students generate their own questions about one of the many breathtaking images or video segments. It's a simple and effective way to hook the class and promote higher order questioning."

—Vanessa C., 4th Grade Teacher

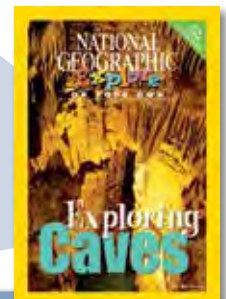
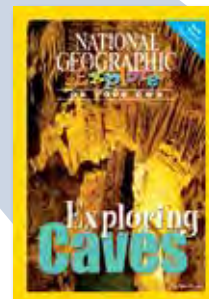


Online Interactives



In the **Become An Expert** section of each chapter in grades 3–5, students apply what they've learned through concrete examples found throughout our world.

Pioneer and Pathfinder editions of the **Explore On Your Own** books for grade 3–5 provide the same content at two different reading levels, encouraging all students to read independently.





National Geographic Explorers: Instilling a Legacy of Scientific Literacy

Real-life models of National Geographic Explorers and scientists in the field help students to develop scientific literacy and better understand the Nature of Science.



Students learn that Science is:

- A way of knowing
- Empirically based and consistent with evidence
- Subject to change when new evidence presents itself
- A creative process



Collect and Record Data

Scientists want to find an answer to their questions. They collect and record **data**. Data are observations and measurements scientists gather in an investigation or experiment.

The tools and probes Tim leaves in the tornado's path take measurements of how the weather changes. The probes have cameras that record the actual tornado. This data, or information, helps Tim answer his questions.

Look for Patterns

Scientists try to repeat their experiments or investigations more than once. They look for patterns in the data.

Tim has chased over 250 tornadoes. But every storm is different. Sometimes Tim doesn't put the probes in the exact path of the tornado. Sometimes the tornado doesn't touch down at all.

Make Conclusions

After finishing a plan and analyzing data, a scientist tries to reach a **conclusion**. A conclusion may be an answer to a question or a solution to a problem. Sometimes scientists don't reach conclusions. Instead, they may come up with more questions.

Through his work, T.H. has concluded that it is important to provide all people with the knowledge of how to access basic human needs, like clean water and food. This knowledge is vital to a more peaceful and eco-friendly world.

Share Results

Scientists **share** their results with other people. They want others to learn what they find out.

T.H.'s work has allowed entire cities to change for the better. When families learn how to live a more sustainable lifestyle, they share their knowledge with others. T.H. moves on to other areas in need of his help!

Supporting Literacy Through Science

National Geographic Science Florida also builds literacy skills to help students succeed across content areas.

Reading Comprehension

Teacher Edition support at K–2 includes opportunities to work with four comprehension strategies to ensure content learning is deep and lasting.

- Preview and Predict
- Monitor and Fix Up
- Make Inferences
- Sum Up

At Grades 3–5, these four strategies are used to reinforce content learning.

Expository Writing

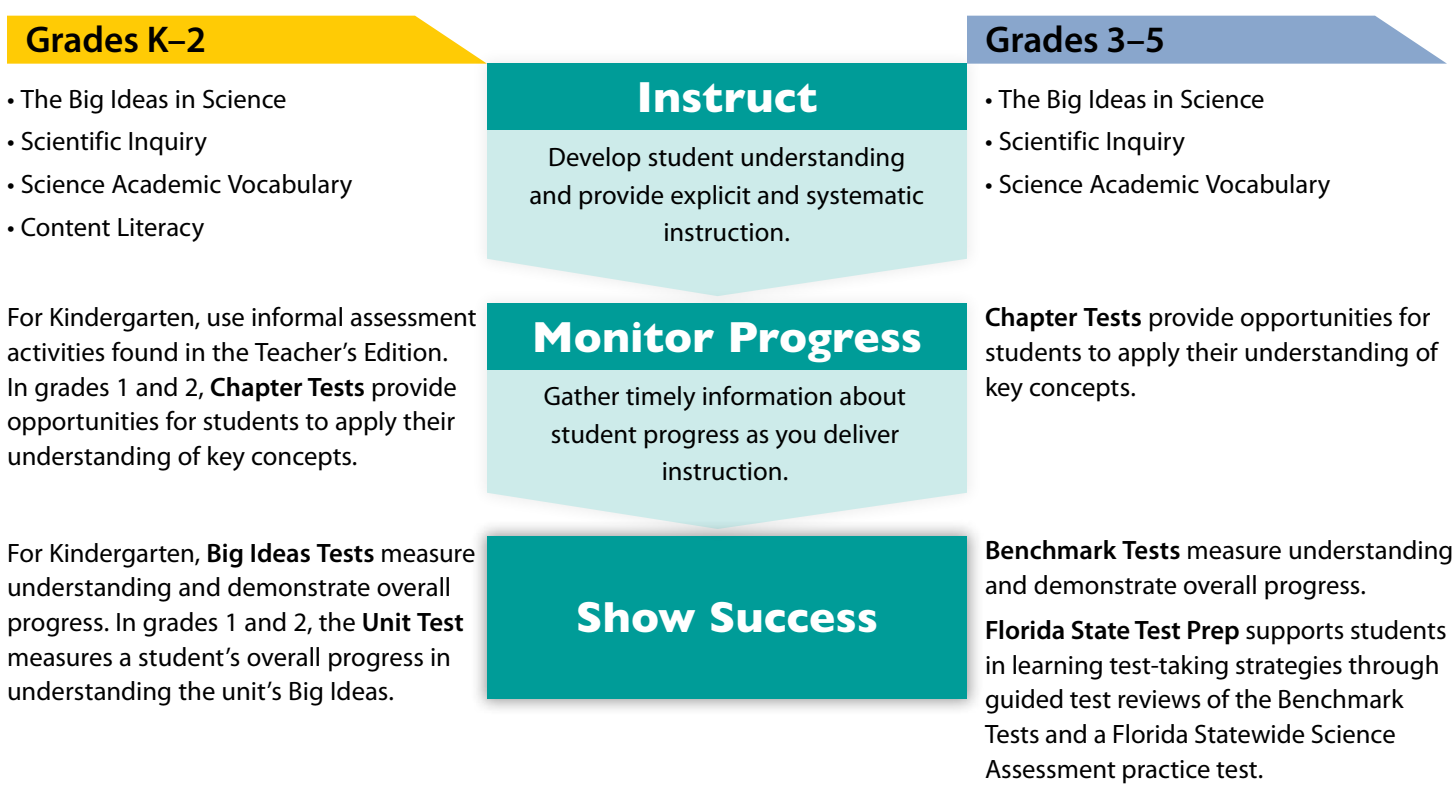
Instruction at K–2 includes ample opportunity for students to express their understanding in four modes of scientific writing.

- Nonfiction Narrative
- Expository Nonfiction
- Procedural Text
- Persuasive Text

At Grades 3–5, students are given opportunities to write like a scientist by practicing procedural writing in the Science Inquiry and Writing Book.

Assessment Design






National Geographic Science Florida assessments have been designed so frequent, varied assessment informs instruction every step of the way. Tests provide a window into student thinking about scientific concepts throughout the instructional cycle.



Assessment Handbook	PDFs online	FLORIDA ASSESSMENT TOOLS	Assessment Handbook	PDFs online
■	■	Big Ideas Tests		
■	■	Chapter Tests	■	■
■	■	Unit/Chapter Self-Assessments	■	■
■	■	Benchmark Tests	■	■
■	■	Inquiry Rubrics	■	■
■	■	Inquiry Self-Reflections	■	■
		Florida State Test Prep		■

Life, Earth and Physical Science Units

Kindergarten

Life Science	Earth Science	Physical Science
 		 




Grade 1

Life Science	Earth Science	Physical Science
 	 	 

Grade 2

Life Science	Earth Science	Physical Science
 	 	 

Grades 3–5

Life Earth Physical	Life Earth Physical	Life Earth Physical
<p>Grade 3</p> 	<p>Grade 4</p> 	<p>Grade 5</p> 

Program Components

	K	1	2	3	4	5
STUDENT MATERIALS						
Florida Big Ideas Student Book		■	■	■	■	■
Florida Science Inquiry Book		■	■			
Florida Science Inquiry and Writing Book				■	■	■
Florida Become An Expert Books	■	■	■			
Florida Explore On Your Own Books	■	■	■			
Explore On Your Own (Pioneer and Pathfinder) Books				■	■	■
Student Website (including <i>Science in Action</i> eBook)	■	■	■	■	■	■
Florida Science Inquiry Kits	■	■	■	■	■	■
Science Inquiry Safety Kits	■	■	■	■	■	■
Science Inquiry Kit Consumables Refills	■	■	■	■	■	■
TEACHER MATERIALS						
Florida Teacher's Edition	■	■	■	■	■	■
<i>Science in Action</i> Teacher's Guide	■	■	■	■	■	■
Florida Big Ideas Big Book	■	■	■			
Florida Science Inquiry Big Book	■					
Florida Big Ideas & Vocabulary Cards	■	■	■			
Florida Write About Big Book	■	■	■			
Science Methods and Process Skills Big Book	■	■	■	■	■	■
Science Methods and Process Skills Teacher's Guide	■	■	■	■	■	■
Florida Learning Masters	■	■	■	■	■	■
Florida Assessment Handbook	■	■	■	■	■	■
Teacher Website (including <i>Science in Action</i> eBook)	■	■	■	■	■	■

Contact your local Florida Educational Sales Consultant

North K-12

(Alachua, Baker, Bay, Bradford, Calhoun, Clay, Columbia, Dixie, Duval, Escambia, Flagler, Franklin, Gadsden, Gilchrist, Gulf, Hamilton, Holmes, Jackson, Jefferson, Lafayette, Leon, Levy, Liberty, Madison, Marion, Nassau, Okaloosa, Putnam, Santa Rosa, St. Johns, Suwannee, Taylor, Union, Wakulla, Walton, Washington Counties)

Gwen Richards

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Central East K-12

(Brevard, Citrus, Indian River, Lake, Martin, Okeechobee, Orange, Osceola, Seminole, St. Lucie, Sumter, Volusia Counties)

Eric Harrison

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Central West

(Charlotte, Collier, DeSoto, Glades, Hardee, Hendry, Hernando, Highlands, Hillsborough, Lee, Manatee, Pasco, Pinellas, Polk, Sarasota Counties)

K-8 Trudy Johnson

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9-12 Andrea Neff

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South K-12

(Broward, Miami-Dade, Monroe, Palm Beach Counties)

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