Story Tracking:

Elinor's Town

Episode:	Logline:	Question:	Story Lead:	Sec Chrs:	Setting:	Learning Goal(s):
101 The Town Picnic	Elinor and her friends help Mrs. Gorilla by figuring out how to make her ketchup less goopy, just in time to feed the hungry customers at the annual town picnic.	How can we make the ketchup flow?	Featured Friend - Ari	Ranger Rabbit, Mrs. Gorilla, Alejandro Possum	Town Picnic	LS3a: Observe ways that animals and plants get what they need to live and grow. (How bees make honey from nectar) ND3: Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. (Goopiness of the honey inspires the solution to goopiness of the ketchup) SEP1a: Demonstrate curiosity about the greater world outside of their local environment. (Elinor is curious about the bee and how it makes honey) SEP3e: Design and build a solution to a simple problem (add water to the goopy ketchup) SEP6a: Use background knowledge experiences, and data to construct reasonable explanations and theories of natural phenomena. (They understand the honey's goopiness)
102 The amazing Expandable Clubhouse	Elinor and her friends run into trouble when so many kids join their club that there's no more room in the Clubhouse.	How does a snail always seem to fit even when the snail grows bigger?	Ensemble	Camilla, Goat Twins (in unison), Tito	Clubhouse	SEP1. Asking questions and defining problems. SEP5. Using mathematics and computational thinking SEP3. Planning and carrying out investigations SEP4. Analyzing and interpreting data SEP: Design solutions (engineering) LS4. Understand that all animals and plants have a life cycle, can reproduce, and change and grow over time ND3. (RTL Crosscutting concept 'Structure and Function') Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar

						function in the designed world. ENGINEERING GOALS: Begin to use the five elements of the Engineering Design Process: Define a problem, Imagine and Plan, Create, Test, and Improve • Begin to understand that engineering is a collaborative process during which ideas can be exchanged and shared with others while defining a problem and working to design, test and revise a solution
103 Owl Girl	Elinor learns that some animals have a different schedule	Why do owls sleep during the day?	Ensemble	Ms. Mole, Ranger Rabbit, Mr. Raccoon, Owl	NIGHT Elinor's Bedroom, School	LS2 Begin to explore how different external features of an animal help it survive in its environment. Elinor learns that an Owl has certain characteristics that help it survive at night. SEP2: Developing and using models SEP8 Obtaining, evaluating and communicating information o Obtain information through discussing prior knowledge and observations with experts including teachers or knowledgeable adults o Use basic science and engineering content vocabulary when investigating and describing observable phenomena o Share findings and explanations (correct or incorrect) through a variety of methods
104 The Science of Staying Warm	Hazel wants to play outside in the snow with Ari and Elinor, but she doesn't want to put on her winter wear.	Why do animals have fur?	Featured Friend - Hazel	Hazel's Mom, Sally Beaver	SNOW hill, Hazel House	SEP6. Constructing Explanations. Look for and describe patterns and relationships in natural phenomena. LS2. Understand that animals have different body parts that are used in different ways to meet their needs and that plans have different parts that help them survive and grow. ND1. (RTL Crosscutting concept 'Patterns') Understand that modes of life in the natural world and engineered solutions in the designed world have common patterns, and engineers often look to natural patterns for inspiration.

105 The Seed of an Idea	Elinor and her friends try to solve the mystery of why Ari's watch strap only sticks to certain objects.	How does Ari's watch stick to things?	Ensemble	Ms. Mole	School	
106 Hiding in Plain Sight	With their keen eyesight, the goat twins are *too* good at hide and go seek, so Elinor and her friends have to figure out a better way to hide.	How can we hide so that we're harder to find?	Ensemble	Tito, Camilla, Olivia, Sophia	School	Constructing Explanations (science) and Designing Solutions (engineering) o Use background knowledge experiences, and data to construct reasonable explanations and theories of natural phenomena (may not be scientifically correct, rather naïve theories) (science) o Look for and describe patterns and relationships in natural phenomena (science) o Use and apply productive science discourse to support an explanation (e.g., think out loud, revise and rethink) o Use evidence to support a theory (science) or solution to a problem (engineering) LS2. Understand that animals have different body parts that are used in different ways to meet their needs – Animals have different shapes, patterns and colors to help them blend in with their surroundings and "hide".
107 The House that Ants Built	Elinor, Hazel, and Ari disagree about the best way to build a couch cushion castle.	How can tiny ants build such large anthills?	Ensemble		Elinor's Home	SEP1b. Ask more complex questions about observable phenomena. SEP?. Begin to understand that engineering is a collaborative process during which ideas can be exchanged and shared with others while defining a problem and working to design, test, and revise a solution. *Engineering standards from the PBS framework as suggested by Sara.* LS4. Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs. ND3. (RTL Crosscutting concept 'Structure and Function') Understand that structures and materials in the natural world can be used or

						can inspire the engineering of structures with similar function in the designed world.
108 Special Places	When Ari misplaces the group's favorite ball, they discover that he needs a system for keeping track of his things.	Why do birds lay eggs in nests and dogs bury bones in the ground?	Featured Friend - Ari	Mr. Dog	Ari's Home	LS5.Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs. The bird, beaver and dog all depend on their environment to provide a place to store important things and keep them safe. ND. None in this one. SEP3: Planning and carrying out investigations: e: Design and build a solution to a simple problem (they make a special place to keep the ball after observing a nest, a beaver's lodge, and a hole for dog bones.)
109 Different Kinds of Plants	As Elinor and her class explore playing soccer, her observations about how plants in the surrounding forest are all good at different things, much like how her classmates are all good at different soccer skills, helps Elinor find the perfect place for herself in the game.	Why are there so many different kinds of plants?	Ensemble	Sally, Ms. Mole, Goat Twins	Soccer Field, School	SEP7. Engaging in argument from evidence: a. Engage in discussions before, during, and after investigations. b. Support thinking and argue ideas with evidence. LS8. - Begin to understand that there are many different kinds of living things and how they may be the same or different. Sara's clarification: Diversity of Life: Different living things have different characteristics that allow them to function in their environment. It's a good thing we all don't have all the same form and function because then we could not have a healthy system. Elinor notices how the diversity of plants in the forest and how their forms and functions help other plants. Then she relates this observation to the different soccer skills of her friends and how that diversity helps her soccer team.
110 The Tomato Drop	Elinor and friends build a parachute to help a tomato land gently.	What makes some things fall slowly?	Ensemble	Lamb Family, Goat Twins, Farmer Bear, Mrs. Gorilla	Park	LS2. Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow: Elinor will notice how Ari's wings help him glide slowly to the ground, and that the shapes of the dandelion fluff, leaf and feather help them fall more slowly. ND3. (RTL Crosscutting concept 'Structure and Function'): Understand that structures and materials in the natural world can be used or

						can inspire the engineering of structures with similar function in the designed world. Elinor and her friends will design a little parachute to “catch the air” the way they have observed Ari’s wings, the dandelion fluff, the leaf and the feather all do. SEP 1. Asking Questions. d.) Identify a problem (how to drop a tomato without damaging it) that can be solved by the design of a new or improved object or tool. SEP 3. Planning and carrying out investigations. b.) Compare and contrast objects and events by describing similarities and differences in detail. Elinor and her friends will drop items through the air and compare the speed of their descent, to find out what causes some objects to fall slowly and apply that to their problem.
111 The Lizard Lounge	The kids learn that lizards use the sun to warm themselves.	Why do lizards sit in the sun?	Ensemble	Ranger Rabbit	Trail	LS3. Understand that all animals need food in order to live and grow, that they get their food from plants or from other animals, and that plants and animals need water and light to live and grow: Elinor will observe that the lizard needs sunshine. ND4. (RTL Crosscutting concept ‘Flows, Cycles, and Conservation’): Appreciate the way that elements in the natural world change, interact and are re-used, and how we can organize our designed world to better fit and care for the environment. Elinor will rearrange the rocks and other natural things in the park to create the Lizard Lounge. SEP1b: Ask more complex questions about observable phenomena [They ask why the lizards are choosing this rock specifically] SEP3b: Compare and contrast objects and events by describing similarities and differences in detail [comparing the feeling of shade and sun] SEP6a: Use background knowledge experiences, and data to construct reasonable explanations and theories of natural phenomena [The kids hypothesize why the lizards sit on that rock]

						SEP7: Engaging in argument from evidence [Elinor reminds them that lizards only sit on rocks during the day] SEP8b: Obtain information using various age-appropriate texts, text features, and other media to help answer a question and/or support an explanation [Hazel looks up lizards]
112 Feathers	The kids learn that birds' feathers help them fly, keep warm, and make a statement.	Why do birds have feathers?	Featured Friend - Ari	Ms. Mole	School	LS2d: Explore how different external features of an animal help it survive in its environment (The function of birds' feathers) ND2: Begin to understand that systems developed in our world often work in similar ways to systems found in the natural world (feathers and clothes work in similar ways) SEP1a: Demonstrate curiosity about the greater world outside of their local environment [why do birds have feathers?] SEP2: Distinguish between a model and the actual object, process, and/or events it represents [the sandcastle drawing vs actual sandcastle] SEP4a: a. Collect, describe, and record observations in greater detail and in various ways
113 Song Bird	The kids learn that birds sing to communicate with each other.	Why do birds sing?	Ensemble	Mr. Rabbit, Ranger Rabbit	Elinor's Home	LS3: a. Observe ways that animals and plants get what they need to live and grow. Elinor will observe the ways the birds use songs to communicate in order to get what they need. ND2. (RTL Crosscutting concept 'Systems'): Begin to understand that systems developed in our world often work in similar ways to systems found in the natural world. Elinor will use the system of bird calls to design a communication system for herself and her friends. SEP1: To be determined at Outline
114 No Need to Shout	Elinor needs to communicate with the cheerleading team, but she's lost her voice.	How do you communicate if you can't talk?	Ensemble	Mr. Dog	Cheer Competition	SEP – To be determined at outline. (LS8) Begin to understand that there are many different kinds of living things and how they may be the same or different: a. Observe and describe similarities and differences across different types of plants and animals. Elinor

						and her friends observe there are many different ways to communicate. (ND2). (RTL Crosscutting concept 'Systems'): Begin to understand that systems developed in our world often work in similar ways to systems found in the natural world.
115 Stop the Squish	Elinor worries that the cupcake Hazel is bringing for Joe Mouse's birthday will get squished, so she comes up with a nature-inspired way to protect it.	How do plants and animals protect themselves?	Ensemble	Ranger Rabbit, Rowdy, Lola, Mrs. Gorilla, Joe Mouse	Trail	SEP – To be determined at outline. LS2 - Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow. Elinor observes the tough skin and shells of animals and plants that protect them. ND3. Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. Elinor and her friends make a cupcake carrier out of a coconut!
116 Ms. Mole's Glasses	When Ms. Mole leaves her glasses behind at school, Elinor, Hazel and Ari track her down to return them, and discover that Ms. Mole relies on other senses to get around.	How can Ms. Mole get around without her glasses?	Ensemble	Ms. Mole	School, Market	SEP – To be determined at outline. LS - LS2. Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow: a. Identify body parts of animals and their function ND – ND3 (RTL Crosscutting Concept – 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world.
117 Speed Racer	When Elinor wants her wagon to move faster, she changes its shape with a little inspiration from aerodynamic animals.	How can she get her wagon to move faster?	Ensemble	Camilla		· Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs (**LS5**). · Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world (**ND3**). · **SEP** – to be determined at Outline.

118 One of These Goats	Elinor helps their new substitute teacher tell the Goat Twins apart		Ensemble	Mr. Hamster, Goat Twins	School	· **SEP** – To be determined at outline. · Understand that individuals can be similar or different. (**LS6**). · Understand that modes of life in the natural world have patterns. (**ND1**).
119 Ari's Cousin	Ari's cousin is coming to town and he needs Elinor and Hazel's help to find her. Only one problem... he doesn't know what she looks like!	How can we help Ari identify his cousin?	Featured Fried - Ari	Ari's Cousin, Ms. Gorilla		● **SEP** – To be determined at outline. ● Begin to understand that there are many different kinds of living things and how they may be similar or different. (**LS8**)..
120 Composting	Elinor learns that the forest does its own composting.	Who rakes the leaves in the forest?	Ensemble	Ari's Dad	Ari's House, Forest	**LS5**. Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs: (Elinor realizes the plants in the forest and the garden depend on the composting leaves for some of their food) **ND** – None?
121 Feed the Birds	Elinor and her friends build a birdfeeder for her friend Chicky the chickadee by using things they find in the house.	How do birds find food in the winter?	Ensemble	Ranger Rabbit	Elinor's House	**LS3**. Understand that all animals need food in order to live and grow, that they get their food from plants or from other animals: Elinor will observe the birds foraging for food **ND3**. (RTL Crosscutting concept 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. Elinor designs a bird feeder that looks and functions like the tree where she observed the Chickadee was storing her seeds. **SEP:** TBD at Outline.
122 Super Snow Friends	How can I make the snow stickier?	How can I make the snow stickier?	Ensemble	Ranger Rabbit	Elinor's House	ES1**.** Understand that the Earth is made up of a variety of natural materials. a. Explore and describe the characteristics of earth materials such as sand, rocks, soil, water, and air b. Explore water and other Earth materials during play using simple tools. (Elinor and her friends explore the characteristics of snow and water.) SEP6. Constructing explanations (science) and Designing Solutions (engineering) a. Use background knowledge experiences, and data to construct reasonable explanations and theories of natural phenomena (science) b. Look for and describe patterns and

						relationships in natural phenomena (science) c. Use and apply productive science discourse to support an explanation d. Use evidence to support a theory or solution to a problem (engineering) (Elinor knows that the weather has gotten colder (from the temperature), and she and her friends figure out this means the snow has less water in it, and theorize that adding water will make it stickier.)
123 Backyard Soup	Elinor learns that different plants grow in different environments.	Why are the plants different at my grandparents' house?	Elinor	Grandparents	Elinor's Grandparents House, Desert	● LS 5c: Recognize that each kind of living things has a habitat that has resources to meet its unique needs [Elinor learns that different habitats support different plants] ● ND. Understand that modes of life in the natural world and engineered solutions in the designed world have common patterns, and engineers often look to natural patterns for inspiration. [The soup is inspired by the natural plants in the local habitat] ● SEP: TBD in Outline
124 Wind in the Web	Elinor and her friends learn from Nature what catches and doesn't catch the wind when they volunteer to put up a big sign for the town park concert.	Why are spiderwebs full of holes?	Ensemble		Park	**LS5b. Identify the habitats of familiar animals and plants in the environment [Spiders live in spider webs ND3. (RTL Crosscutting concept 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. [They engineer the sign to have wind holes to mimic the spider web]. SEP: To be determined at Outline**
125 The Pokey Plant	Elinor brings home a cactus and learns what makes it cool.	Why do cacti have thorns?	Ensemble	Ms. Mole	School	**LS1a; Identify and describe the physical characteristics of a variety of animals and plants [they note how the cactus looks different from other plants] LS2d: Explore how different external features of an animal help it survive in its environment [a cactus has thorns to protect its water] SEP – TBD at Outline**
126 The Paper Trail	When Elinor and her friends run out of drawing paper, they follow the 'paper trail'	Where can we get more paper?	Elinor	Mr. Beaver	Paper mill	**ES 3a) Ask questions about and discuss examples of how humans use Earth's resources (including soil and water) to meet**

	backwards, from the store, to the mill, to a forest – and learn where paper really comes from.					**their needs** **ES 3c) Participate in simple activities to care for the environment (Elinor and her friends discover that we use trees to make paper, and help to plant trees to replace the ones they've cut down)** **ND 4 (RTL Crosscutting concept 'Flows, Cycles, and Conservation'): Appreciate the way that elements in the natural world change, interact and are re-used, and how we can organize our designed world to better fit and care for the environment. (Elinor and her friends come to understand the importance of replacing the trees we use).**
127 Bubble Stuff	Inspired by a spittle-bug Elinor, Olive and Ari make their own sticky, gooey bubble stuff.	What kind of liquid makes a good bubble?	Ensemble	Mr. Rabbit	Elinor's Backyard	· **LS5. Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs:** **a. Distinguish between living and nonliving things based on background knowledge and** **b. Identify the habitats of familiar animals and plants in the environment** **c. Recognize that each kind of living things has a habitat that has resources to meet its unique needs (Elinor and her friends observe the spittle-bug, noting that the bug is alive and that it made the bubbles around it using sticky sap from the tree.)** **ND3. (RTL Crosscutting concept 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. [Elinor and her friends are inspired by the spittle bug's sticky bubbles to make sticky bubble stuff of their own]** · **SEP: TBD in Outline**
128 The Syrup Tree	The kids learn what tree sap is and help Farmer Bear make enough maple syrup for Pancake Sunday.	Why do trees make sap?	Ensemble	Farmer Bear	Farmer Bears Farm	**LS2b Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow. (b) Identify the basic parts of plants and their function. [The kids**

						learn that trees use sap to move stuff around inside.] **ET1b Define a simple problem that can be solved through the design of a new or improved tool or technology [The kids design an improved delivery system]** **ND3. (RTL Crosscutting concept 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. [The kids use the branching-tree structure as inspiration for the branching-stream sap delivery system.]** **SEP: TBD at outline**
129 Bath Time	When Ari decides to stop bathing, it's up to his friends, Ms. Mole, and his own increasing itchiness to convince him to resume.	Why are baths important?	Ensemble	Ari's House, School	Mr and Mrs Bat,	· **Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs (LS5).** · **Appreciate that events are connected to each other via cause and effect and that similar links can be found in the natural and designed worlds (ND5).** · **Analyzing and interpreting data: Use the five senses and simple tools to gather and record data (SEP4).** · **Constructing explanations: Use background knowledge, experiences, and data to construct reasonable explanations and theories of natural phenomena (SEP6).**
130 Colorful and Tasty	The kids learn that flowers are colorful and aromatic to attract bees and find ways to draw customers to their bake sale table.	How do flowers attract bees?	Ensemble	Elinor's House		**Curriculum Goals:** · **LS1b: Record observations about an animal's or plant's physical appearance [they notice that flowers are colorful and smell nice]** · **ND1. (RTL Crosscutting concept 'Patterns'): Understand that modes of life in the natural world and engineered solutions in the designed world have common patterns, and engineers often look to natural patterns for inspiration. [The kids**

						copy the plant's solution for attracting bees in order to attract cupcake customers] · **SEP: TBD at outline**
131 Make Music, Naturally	Elinor wants to find a way to make music with Sr. Tapir.	How can we make our own musical instruments?	Ensemble		Senior Tapir	**Curriculum Goals:** **SEP – To be determined at outline.** **LS1. Understand that all living things have external parts a. Identify and describe the physical characteristics of a variety of animals and plants b. Record observations about an animal's or plant's physical appearance. (Elinor and her friends observe plants and animals that make rhythmic sounds.)** **ND3. Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. (Elinor and her friends make percussion instruments inspired by what they've observed.)**
132 Light the Way	Elinor and her friends are having a camping sleepover in the backyard, but when they get too loud, they need to find a new way to communicate so they don't keep everyone awake.	How can we talk in the dark without making noise?	Ensemble	Elinor's backyard, tent	Ranger Rabbit	**Curriculum Goals:** **SEP – To be determined at outline.** **LS2: Understand that animals have different body parts that are used in different ways to meet their needs. (Elinor and her friends observe the flashing abdomens of the fireflies)** **ND2: Begin to understand that systems developed in our world often work in similar ways to systems found in the natural world. (After being inspired by the fireflies, Elinor and her friends decide to communicate with their flashlights).**
133 These Sneezes	Elinor and her friends are trying to make a birdhouse but run into trouble when they start sneezing.	Why do we sneeze?	Ensemble - Olive	Elinor's Bacyard	Mr. Rabbit	**Curriculum Goals:** ● **SEP – To be determined at outline.** **LS2 - Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow: a) Identify body parts of animals and their function. (Elinor discovers that**

						sneezes help stop unwanted things from getting breathed into your nose.)
134 Ari's Lucky Coat	When a baby snake in the care of Ranger Rabbit loses its skin, Elinor and friends try to help before learning that shedding skins is just a part of growing for snakes.	Why did this snake lose its skin?	Ensemble - Ari	Soccer Field	Ranger Rabbit	**· LS2: Understand that all animals have different body parts that are used in different ways to meet their needs, and that plants have different parts to help them survive and grow.** **· ND1: Understand that modes of life in the natural world and engineered solutions in the designed world have common patterns, and engineers often look to natural patterns for inspiration.** **· SEP: To be determined at outline**
135 Follow That Pillbug	The Explorers' Club wants to explore some place really cool, and they end up exploring under a log.	Where do Pill Bugs live?	Ensemble	Forest, Explorers Club		**LS5. Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs:** **ES3. Understand that things people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air, and other living things:** **ND4. (RTL Crosscutting concept 'Flows, Cycles, and Conservation'): Appreciate the way that elements in the natural world change, interact and are re-used, and how we can organize our designed world to better fit and care for the environment.** **SEP: TBD at outline**
136 Rain Rain don't Go Away	Disappointed that the rain has ruined their cloud gazing, the kids investigate where the rain goes to understand why it rains.	Why does it have to rain?	Ensemble	Field, Pond		**ES 1 Earth Science Core Ideas ES1. Understand that the Earth is made up of a variety of natural materials. a. Explore and describe the characteristics of earth materials such as sand, rocks, soil, water, and air.**
137 Thinking About Blinking	After Ari loses a staring contest, it's up to him and his friends to learn everything about blinking.	Why do we blink?	Ensemble - Ari	Playground, Forest	Koa	**LS2. Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow:** **a. Identify body parts of animals and their function** **b. Identify the basic parts of plants and their function** **c. Compare how the external body parts of animals and plants are the same and/or different** **d. Explore how different external features of an animal help it survive in its environment**

						SEP: TBD at Outline.
138 Water You Doing?	Elinor discovers that putting some rocks into a stream can affect where the water flows and things that live in the water.	Where did the pool of water go?	Ensemble	Stream		**· SEP – To be determined at outline.** **· LS5. Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs** **· ND5. (RTL Crosscutting concept 'Cause and Effect'): Appreciate that events are connected to each other via cause and effect, and that similar links can be found in the natural and designed worlds.**
139 Elinor's Circus	When Elinor and her friends put on a 'circus', they struggle to master balancing tricks - until they observe how using different body parts can help you balance.	*How can we keep from falling over?*	Ensemble	Playground	Philbert	**LS 2 Understand that animals have different body parts that are used in different ways to meet their needs. d. Explore how different external features of an animal help it survive in its environment.** **ND3. (RTL Crosscutting concept 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world.**
140 Butterfly Babies	When the kids go searching for baby butterflies in the park, they're surprised to discover that caterpillars turn into butterflies.	What do baby butterflies look like?	Ensemble	Park		**LS3. Understand that all animals need food in order to live and grow, that they get their food from plants or from other animals, and that plants need water and light to live and grow.** **LS4. Understand that all animals and plants have a life cycle, can reproduce, and change and grow over time.** **LS7. Understand that young animals and young plants are very much, but not exactly like their parents.** **LS8. Begin to understand that there are many different kinds of living things and how they may be the same or different.** **SEP: TBD at outline**
141 Zig Zag Plant	Do plants grow straight up towards the sky?	Elinor is intrigued when she and her friend find a plant that has grown in a zig-zag.	Ensemble	School	Mz. Mole	**· LS1b: Record observations about an animal's or plant's physical appearance [they record the shape of the plants]** **· LS3. Understand that all animals need food in order to live and grow, that they get their food from plants or from other animals, and that plants need water and light to live and grow:** **o a. Observe ways that animals and plants get what they need to live and grow [They grow up!]**

						o c. Help care for living things at home or in the classroom [they take care of plants in their classroom] **· ND.**
142 Family Matters	How do rabbits get different patterns?	Elinor goes to meet some cousins, and learns how traits can differ among members of the same species.	Elinor		Elinor's Family	**· LS1c: Categorize a variety of animals and plants based on their physical characteristics [They compare how the cousins look similar and different]** **· LS6. Understand that individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways: Contrast individuals of the same kinds of plant and animal [They compare how the cousins look similar and different]**
143 Butterfly Drinks	How do butterflies drink from flowers?	Elinor loves her butterfly suit, but how is she supposed to drink when her arms are now wings?	Ensemble		Mr. Rabbit	**· LS2. Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow:** **· a. Identify body parts of animals and their function [They learn how butterflies have long straw-like mouths]** **· LS3. Understand that all animals need food in order to live and grow, that they get their food from plants or from other animals, and that plants need water and light to live and grow:** **· a. Observe ways that animals and plants get what they need to live and grow [Butterflies drink from flowers using their straw-like mouths]** **ND3. (RTL Crosscutting concept 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. [Straws are like an butterfly (or elephant) proboscis]**