Two Places, Many Lives

Compare living things in two nearby habitats.

2-LS4-1 "Make observations of plants and animals to compare the diversity of life in different habitats. Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the two places and underline every plant or animal observation. This will help you compare the different kinds of living things in each place.

A Field and a Log

1. A class looked closely at two places near their school: a sunny field and a shady log. They used their eyes and listened quietly. In each place, they noticed living things, including plants and animals.

2. In the field, the students saw tall grass, small flowers, and low leafy plants. A winged insect flew over the flowers. Small crawling animals moved on the ground, and an animal with feathers called from a fence. The field had many kinds of living things.

3. Near the log, students found green moss and tiny plants growing in cracks. Small crawling animals moved under loose bark. A many-legged animal crossed the damp ground. The log place also had many kinds of living things.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which observations show that the field has different kinds of plants? List two.

2. Give one animal observation from the field and one animal observation from the log.

3. How are the field and the log alike in the living things they have?

3 YOUR TURN

Your own words

Write exactly three sentences that compare the living things in the field and near the log. Tell one way the places are alike, then give one observation from each place. Then make your own observations. Teacher: take the class to two safe nearby habitats, or provide two detailed habitat photos/videos showing plants and animals; identify each place. Look closely without disturbing living things. On separate paper, draw or list the different kinds you notice in each place; use features such as wings or leaf shape instead of species names. Tell a partner one similarity and one difference in the kinds you observed. Point to your evidence; tell what you did not see clearly.

ANSWER KEY

Two Places, Many Lives

GRADE 2 · 2-LS4-1

PART 1 · READ AND MARK

Circle the two places and underline every plant or animal observation. This will help you compare the different kinds of living things in each place. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which observations show that the field has different kinds of plants? List two.	**Any two: tall grass, small flowers, low leafy plants.**
2	Give one animal observation from the field and one animal observation from the log.	**Field: a winged insect, small crawling animals, or an animal with feathers. Log: small crawling animals or a many-legged animal.**
3	How are the field and the log alike in the living things they have?	**Both places had many kinds of living things, including plants and animals.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Both places had several kinds of plants and animals. The field had tall grass and a winged insect. The log had green moss and a many-legged animal. Separate observation example only: in our field photo I noticed thin grass, broad leaves and a winged animal; in our log photo I noticed moss and two different crawling animals. Both photos showed plants and animals, but their visible kinds differed. Actual drawings/lists and comparison must match the places or images the learner observed.

Accept any accurate observations from the passage. The three sentences should include one similarity and one correct observation for each place. Teacher must provide the two observation settings or detailed images before the added task. Check actual observations, feature-based distinctions and an evidence-based comparison; dictation or oral comparison is acceptable. Do not require species names, passage examples or a predetermined result. A short visit or image shows only some life in that habitat; not seeing an animal does not prove none lives there.