

FOR GRADES K-5

# Imagine Science Corner

Easy-to-use resources that ignite scientific understanding  
and enhance your core solution







# Spark Scientific Curiosity with Real-World Phenomena

## Multimedia resources pique student interest and drive scientific understanding

STEM education is essential in today's classrooms. Every child deserves the opportunity to engage with science, technology, engineering, and math. **Science, the foundation for technology and engineering, is crucial to understanding and solving some of the complex challenges of today — and tomorrow.**

With Imagine Science Corner™, you can:



- ✓ Engage elementary learners with **real-life video lessons, optional printables, and student-driven, project-based learning investigations** — all available in both English and Spanish.
- ✓ Enhance your core science curriculum with this versatile, easily implemented collection of resources — **designed and reviewed by educators** to meet the needs of today's busy classrooms.
- ✓ Create **custom learning pathways** to meet your district learning goals or match your core program's scope and sequence.

### 3 in 1

Activate student learning with three instructional strategies: video lessons, vocabulary printables, and PBL investigations.

### 4Cs of STEM

Develop critical thinking, creativity, collaboration, and communication in one easy package.

### 3.5 million

There will be an estimated 3.5 million STEM job openings in the U.S. by 2025. \*

### 11.3 million

The number of people in the U.S. who will work in STEM by 2030.\*\*

\*Source: Brookings: Rising to the challenge of providing all students with high-quality STEM education

\*\*Source: STEM Education Guide: STEM Education Statistics in 2022



# Instructional Content Designed for Scientific Understanding

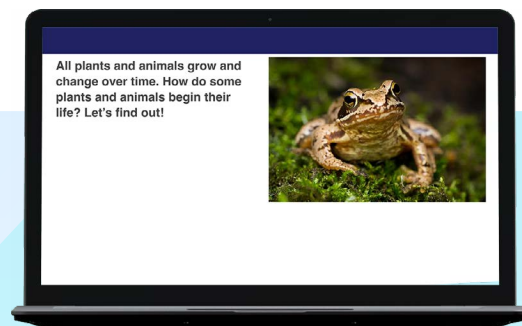
## Engage students with fun, age-appropriate video lessons

Imagine Science Corner lessons are designed to be developmentally appropriate and visually appealing to elementary learners. Engagement activities keep students interested and supported practice and lesson mastery check opportunities ensure understanding.

### Intentionally Designed Lesson Structure

1

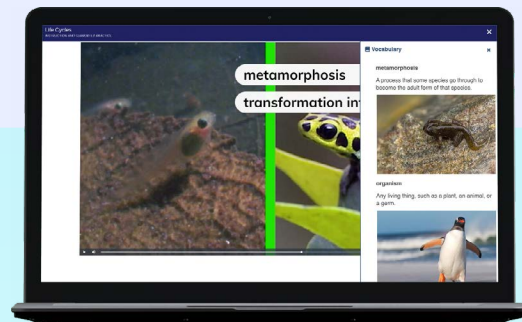
Lesson introduction and focus question



Steps 2–5 repeat several times throughout each lesson

2

Video-based instruction with embedded glossary



3

Engagement activity



4

Review

5

Supported practice

6

Mastery check

Lessons incorporate numerous engaging opportunities to hone students' scientific vocabulary and academic discourse proficiency, including **embedded discourse questions**, an **interactive glossary**, and **optional vocabulary printables**.



## 7 Optional vocabulary printable

1<sup>st</sup> grade example

Life Cycle of a Plant

Trace the words.  
A plant is living and grows.  
Plants can start life as a seed.  
Cut and glue pictures of plants here.

plant

Cut and glue are

© Imagine Learning

3<sup>rd</sup> grade example

Los ciclos de vida

Completa los organizadores con frases, oraciones o dibujos.  
Explica con tus palabras. Describe. Haz un dibujo o una lista.

Life Cycles

Complete the organizers using phrases, sentences, or drawings.  
Define in your own words. Describe it. Draw a picture or make a list.  
What are some examples? What are some non-examples?

life cycle

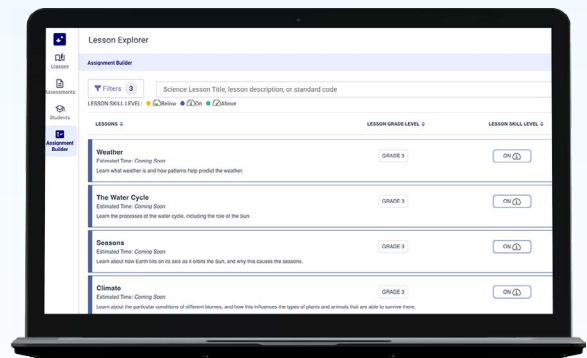
metamorphosis

What are some examples? What are some non-examples?

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## Customize learning paths for ultimate flexibility

With Assignment Builder, every educator is empowered to create custom learning pathways that align to their core science program's scope and sequence, address students' individual learning needs, or meet their school or district learning goals.



# Activate STEM skills in your classroom with student-driven, Project-Based Learning (PBL) Investigations

Imagine Science Corner provides all students with access to rigorous, student-centered instruction and opportunities to make meaningful connections to real-world science concepts. Project-Based Learning Investigations with comprehensive educator support build shared understanding of big science ideas through discourse and collaboration.

## Grade 5 Habitat Wonders PBL Investigation

**Project Milestones**

**Milestone 1: Getting Started and Activating Science Knowledge**

**Purpose:** Students are introduced to the project over the course of the project. This overview provides students with prior science knowledge, concepts, and a clear understanding of the project's purpose and goals.

**Estimated Duration:** 1 day

**Learning Goals:** In this milestone, students will:

- discuss the concept of habitats
- review the problem, and reflect on prior knowledge

**Teacher Tips:**

- We recommend creating a **Classroom Connection** to help students connect their prior knowledge to the project.

**Student Project Planner**

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

Project Title: \_\_\_\_\_

Driving Question: \_\_\_\_\_

Team Members: \_\_\_\_\_

Project Due Date: \_\_\_\_\_

Week of: \_\_\_\_\_ **Milestone 1**

Key Concepts: \_\_\_\_\_

Resources needed to complete milestone: \_\_\_\_\_

**Progress Tracker**

What needs to be done?	Who will do this?	Was it completed?

What questions does our team have? \_\_\_\_\_

### MILESTONE 1 Getting Started and Activating Science Knowledge

**Project Milestones**

**Milestone 2: Building Our Understanding of Science Concepts**

**Purpose:** Students conduct research to gather information on how animals' physical and behavioral adaptations help them survive in their habitats. Students explore a variety of print materials and multimedia resources to deepen and apply their understanding of real-world science phenomena.

**Estimated Duration:** 4-5 days

**Learning Goals:** In this milestone, students will:

- distinguish between the different habitats found on Earth and identify animals that live there.
- describe various animals' physical features and characteristics.
- analyze animals' physical and behavioral adaptations.
- explain how their adaptations help them survive in different habitats.

**Teacher Tips:**

- Start with the **Habitats Gallery Walk** so students have an opportunity to learn about different habitats before determining which one to feature in their zoo exhibit.
- In this milestone, we provide three types of activities to facilitate students' inquiry: virtual tour/live cams research, print materials research, and multimedia research. You may choose to include all or some of these activities. We encourage you to modify the duration of this milestone to best meet the needs of your students.
- The project specifically targets two 21st-century skills: collaboration and communication. Take observational notes on students' collaboration and communication skills throughout the milestone. We encourage you to review the **21st-Century Skills Rubric** to determine the criteria used to assess these skills at the end of the project.
- Use the **Teacher and Team Check-In** resource to provide feedback on content, suggestions on how students can use their research to inform the design of the zoo exhibit, and/or notes on students' communication and collaboration skill development. While we have not designated specific times to meet with each team or individual students, we recommend checking in at least once per activity.
- Review students' science notebooks throughout this milestone to monitor progress, check that the information they gathered is accurate, and determine if additional support is needed.

**LEARNING LAUNCH: HABITATS GALLERY WALK**

With their team, students will explore various habitats found on Earth.

**FOUR Cs OF STEM: COLLABORATION**

Students practice teamwork as they work together to gather important information that will help them make decisions about their final product.

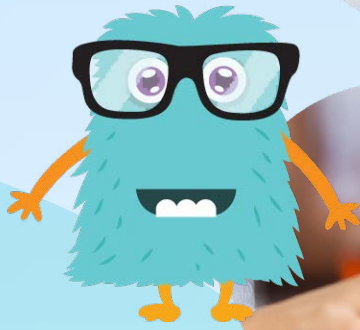
### MILESTONE 2 Building our Understanding of Science Concepts

## PBL Investigation teacher support

An easy-to-use PBL Investigation Implementation Guide provides the support educators need to implement all project-based learning investigations. Plus, each Investigation includes extensive teacher notes, instructional materials, rubrics, and more for a seamless experience.







**Milestone 3**

**Planning, Designing, Critiquing, Revising, and Preparing**

**Purpose:** Using research gathered in the previous milestone, students work with their team to plan and design their zoo exhibit. They engage in a peer review process and use the feedback provided to improve their design. Throughout this milestone, students develop communication skills and collaboration.

**Estimated Duration:** 4 weeks

**Learning Goals:** In this milestone, students will:

- synthesize information from multiple sources to create a two-page report, script, or presentation.
- work as a team to develop effective communication skills.
- develop effective collaboration skills.

**Teacher Tips:**

- We provide suggestions to help you use the most suitable skills for your students.
- Not all products are created equally. Some are more complex than others. Refer to the end of the report for more information.
- We recommend that students complete each of the following tasks.

**Team Product Plan**

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

Project Title: \_\_\_\_\_

Team Members: \_\_\_\_\_

Use this table to help your team decide what product to create. Discuss your ideas before making a final decision.

Product Idea	How can this product help us answer the driving question?	If we choose this product, what challenges could we face?	What materials do we need?

We chose to create a \_\_\_\_\_ because \_\_\_\_\_.

**Milestone 3**

**Preparing**

Students will prepare and practice their presentations with their team and teacher.

**Presentation Checklist**

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

Team Members: \_\_\_\_\_

What We Practiced	Complete
All of our team members have a role and will participate in the presentation.	<input type="checkbox"/>
All team members have outlined what they will say in the presentation. They wrote down what they will say using paper or index cards.	<input type="checkbox"/>
Our team described what our zoo habitat is, animals that live there, and how these animals adapt to survive.	<input type="checkbox"/>
Our team explained why it is important to protect wildlife and how our zoo exhibit helps do that.	<input type="checkbox"/>
Our team practiced giving our presentation as clearly and loudly as we could. We maintained eye contact with our audience.	<input type="checkbox"/>
When our teammates practiced presenting their part, we stayed still and listened respectfully.	<input type="checkbox"/>
Our team explained all of the audio and visuals we used in our presentation.	<input type="checkbox"/>
We have practiced our presentation from beginning to end.	<input type="checkbox"/>
Our team thought about what questions the audience might ask. We reviewed our research and prepared to answer these questions.	<input type="checkbox"/>

### MILESTONE 3

Planning, Designing, Critiquing, Revising, and Preparing

### MILESTONE 4

Presenting Final Products

Designed for flexible implementation once a year as a comprehensive performance-based learning activity, as best fits your classroom needs.





## Spark curiosity

Strengthen your science program  
with easy-to-implement, engaging video  
lessons and student-driven, project-based  
learning investigations.



[imaginelearning.com/science-corner](https://imaginelearning.com/science-corner)

877-725-4257 • [solutions@imaginelearning.com](mailto:solutions@imaginelearning.com)