


## 4<sup>th</sup> Grade - Elementary Science Bundle # 7

Title		Suggested Dates
Energy & Adaptations Within an Ecosystem		1/5/10 – 1/29/10 (16 days)

Big Idea/Enduring Understanding	Guiding Questions
<p>Living organisms within an environment are part of an interactive system where each part depends on all other parts for survival.</p> <p>Any change in the ecosystem will eventually impact all members of the system.</p> <p>The sun’s energy is transformed into food by producers and transferred from consumer to consumer.</p>	<p>How do living organisms interact with one another and their environment?</p> <p>What is the sun’s role in the flow of energy through a food web?</p> <p>How are sunlight, water, and carbon dioxide used by organisms to make food?</p> <p>What are some of the ways that organisms in an ecosystem can be affected by a sudden environmental change?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)
<p><b>NEW TEKS</b>  <b>4.9 Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.</b></p> <p>4.9a investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food</p>	<p><b>Photosynthesis</b>                      -processes                      -as a system                      -need</p>	<p>Resources listed here apply to the entire bundle.</p> <p><a href="#">Science Notebooks</a></p> <p>IF I TRY (Intranet)</p> <p><a href="#">KLEW/ Claims &amp; Evidence</a></p> <p><a href="#">PISD Elem Science Homepage</a></p> <p>PISD K-5 Equipment Alignment</p> <p>FOSS - Environments                      Delta Education  <a href="http://www.fossweb.com">www.fossweb.com</a></p> <p><a href="#">TAKScopes</a></p> <p><a href="#">BrainPop</a>                      -Photosynthesis – some of this gets a little bit above level – but overall covers the process                      - Ecosystems</p>

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		<p>- Food Chains - Tropical Rainforests</p> <p><u>United Streaming:</u> “Coral Reefs: Rainforests of the Sea” “Magic School Bus: Takes a Dive” “Magic School Bus: Meets the Rock Squad” “Jeff Corwin Experience: South America Rainforest Ecosystems” “Jeff Corwin Experience: Panama Rainforest”</p>
<p><b>NEW TEKS</b> <b>4.9 Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.</b></p> <p>4.9b describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web, such as a fire in a forest</p>	<p>food chain, food web – through Owl Pellets Owl Pellets were previously in 3<sup>rd</sup> grade with the concept. The new TEKS shift it to 4<sup>th</sup> grade. This should not be new for this year’s 4<sup>th</sup> graders.</p>	<p>Information found in the science curriculum folder within the campus share folder.</p>
<p><b>NEW TEKS</b> <b>4.1 Scientific investigation and reasoning The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices.</b></p> <p>4.1a demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigation</p> <p>4.1b make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic</p> <p><b>CURRENT TEKS</b> <b>4.1 Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.</b></p> <p>4.1a demonstrate safe practices during field and laboratory investigations</p> <p>4.1b make wise choices in the use and conservation of resources and the disposal or recycling of materials</p>	<p>No tasting or touching unless instructed Safe smelling – wafting Goggles Wait for teacher directions No glassware Students do not handle hot water, hot plates or burners. Wash hands after science activities</p> <p>Review investigation safety procedures for both indoor and outdoor activities, as applicable:</p> <ul style="list-style-type: none"> <li>• Directly point out possible safety risks</li> <li>• Discuss precautions</li> <li>• Share specific guidelines for the lesson             <ul style="list-style-type: none"> <li>○ Use of equipment and materials</li> <li>○ Respect for environment</li> </ul> </li> </ul> <p>Encourage students to identify these on their own throughout the year [document in science notebooks via words and/or pictures]</p> <p>Make note of and teach use of district-wide recycling resource.</p>	<p><u>PISD Safety Website</u> -Safety Contracts, games, etc -Science Safety is Elementary (for teachers) -Safety in the Elementary Classroom (for teachers)</p> <p><u>DuPont Science Safety Zone website</u></p> <p><u>Texas Science Safety Standards</u></p>
<p><b>NEW TEKS</b> <b>4.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor</b></p>	<p>New 4.2a: The emphasis in all types of investigations is the <u>systematic approach</u> used: students form questions or</p>	

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<p><b>investigations.</b></p> <p>4.2a plan and implement descriptive investigations including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions</p> <p>4.2b collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps</p> <p>4.2c construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data</p> <p>4.2d analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured</p> <p>4.2e perform repeated investigations to increase the reliability of results</p> <p>4.2f communicate valid, oral, and written results supported by data</p> <p><b>CURRENT TEKS</b></p> <p><b>4.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.</b></p> <p>4.2a plan and implement descriptive investigations including asking well defined</p> <p>4.2b collect information by observing and measuring</p> <p>4.2e construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information</p> <p>4.2c analyze and interpret information to construct reasonable explanations from direct and indirect evidence</p> <p>4.4 Scientific Processes. The student knows how to use a variety of tools and methods to conduct science inquiry</p> <p>4.4b demonstrate that repeated investigations may increase the reliability of results</p> <p>4.2d communicate valid conclusions</p>	<p>define a problem and develop a plan to answer their question or solve the problem using appropriate tools to implement the plan.</p> <p>Develop questions using resources such as Science Notebooks, KLEW charts and students sharing with one another</p> <p>Class discussion is a critical element to allow students to elaborate and build understanding</p> <p>New 4.2b: Use Science Notebook to build the skill of constructing ways to record data. Record their ideas, the process and discussion points</p> <p>Initial support for recording collected information should be more guided in the beginning of the year and move toward students making independent decisions on which type of graphic organizer to use as the year progresses.</p> <p>New 4.2c: Math connections: Math TEK 4.11a: Estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units, SI (metric) and customary .Math TEK 4.12a Use a thermometer to measure temperature and changes in temperature (Celsius)</p> <p>New 4.2d and e: Claims and Evidence:</p> <ul style="list-style-type: none"> <li>• Student generated explanations: always justify reasoning with evidence             <ul style="list-style-type: none"> <li>○ The KLEW format is a graphic organizer: students record learning and show the connection to evidence (the L and E section)</li> </ul> </li> <li>• This can be whole group, small group, partners or individuals             <ul style="list-style-type: none"> <li>○ Discussion is important – students compare results and make specific connections between the investigation – the concepts – and the supporting vocabulary</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>• Construct explanations verbally and in Science Notebook (write and draw)             <ul style="list-style-type: none"> <li>○ Labeling technical drawings, diagrams and pictures is a huge support for vocabulary development – creates a model to connect to the text</li> </ul> </li> </ul> <p>Related Math TEKS: TEKS 4.15a: Explain and record observations using objects, words, pictures, numbers, and technology.</p> <p>New 4.2e: Repeated trials will not need to be done on every hands-on/ minds-on investigation during the year.</p> <p>There should be an opportunity to discuss or have a mini-lesson on the reason for repeating investigations during each bundle.</p> <p>It is good to remember that many demonstrations and investigations in science do not work in the classroom on a particular day – however, that is a great time to discuss repeating a test to get a more valid result – even if there is no time to actually try the demonstration or investigation again that day.</p>	
<p><b>NEW TEKS</b> <b>4.3 Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions.</b></p> <p>4.3a in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations so as to encourage critical thinking by the student</p> <p>4.3b draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as toys, food, and sunscreen</p> <p>4.3c represent the natural world using models such as rivers, stream tables, or fossils, and identify their limitations, including accuracy and size</p>	<p>Continue to support building understanding of using a <u>systematic approach</u> to solve a problem or answer a question</p> <p>The key here is to support students as they observe the world and the results of their investigations and build their critical thinking by looking at those results as evidence that supports a concept.</p> <p>Use the KLEW graphic organizer to support this process. Use reflective discussions to review learning and the evidence for it. Look for connections in results to develop and answer questions about the scientific concepts studied.</p> <p>Student should use and reference their Science Notebooks and one another</p> <p>New 4.3c: For every model used during the year, ask the</p>	

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<p>4.3d connected grade level appropriate concepts with the history of science, science careers, and contributions of science</p> <p><b>CURRENT TEKS</b>  <b>4.3 Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.</b>          4.3a analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information          4.3b draw inferences based on information related to promotional materials for products and services          4.3c represent the natural world using models and identify their limitations          4.3d evaluate the impact of research on scientific thought, society, and the environment          4.3e connect Grade 4 science concepts with the history of science and contributions of scientists</p>	<p>following questions:</p> <ol style="list-style-type: none"> <li>1. What is the model for?</li> <li>2. What do the parts of the model represent?</li> <li>3. How is the model the same as its target – the real thing?</li> <li>4. thing?</li> <li>5. How is the model different from its target – the real thing?</li> <li>6. thing?</li> <li>7. How well does the model represent its target? What can it not show?</li> <li>8. (limitations)</li> <li>9.</li> </ol> <p>Use different models of each concept target where each different model is designed to highlight a different important part of the overall concept. The questions allow you to focus on each part of each model so that when all those parts combine, a better mental model is created for students.</p>	
<p><b>NEW TEKS</b>  <b>4.4 Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry.</b>          4.4a collect, record, and analyze information using tools including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices including clocks and stopwatches and materials to support the observation of habitats such as terrariums and aquariums.          4.4b use safety equipment as appropriate, including goggles and gloves</p> <p><b>CURRENT TEKS</b>  <b>4.4 Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry.</b>          4.4a collect and analyze information using tools including calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, and compasses          4.4(B) is with New 4.2(E)</p>	<p>Metric units of measurement only</p> <p>Can include microscopes for further study.</p> <p><b>TEACHER NOTE:</b> Teaching the proper use of tools should be scaffolded:</p> <ol style="list-style-type: none"> <li>1. Tools are modeled</li> <li>2. Students are exposed through group interaction and</li> <li>3. then, Individuals develop skills through multiple</li> <li>4. opportunities for practice during the year.</li> </ol> <p>Tools and equipment, including senses, should be used in authentic learning settings including during an outside field investigation</p> <p><b>TEACHER NOTE:</b>          In linear measurement, one area of difficulty for students is the point of origin.</p>	