



Supports for Remote Learning Grade 4

Strand 4.1 Organisms Functioning in Their Environment

Through the study of organisms, inferences can be made about environments both past and present. Plants and animals have both internal and external structures that serve various functions for growth, survival, behavior, and reproduction. Animals use different sense receptors specialized for particular kinds of information to understand and respond to their environment. Some kinds of plants and animals that once lived on Earth can no longer be found. However, fossils from these organisms provide evidence about the types of organisms that lived long ago and the nature of their environments. Additionally, the presence and location of certain fossil types indicate changes that have occurred in environments over time.

Standard	Resource/Link/PDF	Description	Teacher Tip
4.1.1 Construct an explanation from evidence that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Emphasize how structures support an organism's survival in its environment and how internal and external structures of plants and animals vary within the same and across multiple Utah environments. Examples of structures could include thorns on a stem to prevent predation or gills on a fish to allow it to breathe underwater. (LS1.A)	Newsela: What is a seed? Newsela: What is a seed? PDF Newsela: Some Plants are Meat Eaters Newsela: Some Plants are Meat Eaters PDF Newsela: Model Parts of a Plant Newsela: Model Parts of a Plant PDF	In this reading students explore the structure and function of plants and construct and explanation to answer the question, "How do the structures of plants help them to function in their environment?".	<p>*The 4.1 lessons are in sequential order.</p> <p>Adjust reading level to 420-480L. The higher levels refer to disciplinary core ideas that are intended for 6th and 8th grade SEEd Standards.</p> <p>Prior to students obtaining information from the text they record a response to the following questions.</p> <ul style="list-style-type: none"> How do the parts of a plant help it live, grow, respond to its environment, and reproduce? Why do some plants have seeds that are different shapes and sizes? <p>Prior to reading students record 3-5 questions about what they wonder about meat-eating plants?</p> <p>After the reading students review the answers to the questions and add new ideas and information.</p>

			To support students in using evidence from the text to construct an explanation can this graphic organizer be used.:
<p>4.1.2 Develop and use a model of a system to describe how animals receive different types of information from their environment through their senses, process the information in their brain, and respond to the information. Emphasize how animals are able to use their perceptions and memories to guide their actions. Examples could include models that explain how animals sense and then respond to different aspects of their environment such as sounds, temperature, or smell. (LS1.D)</p>	<p>Responding to Environment Investigation</p> <p>Responding to Environment Investigation PDF</p> <p>Information Reading PDF</p>	<p>Students carry out an investigation about how they respond to different tastes.</p> <p>Students will need the following materials:</p> <ul style="list-style-type: none"> Sweet and sour things to taste (sugar, celery sticks, salad dressing, jam, bananas, oranges, lemons, apples, vinegar, or milk). <p>After the investigation students obtain information by reading an article about body systems, then write an explanation, supported by evidence, for the sweet and sour sensation they experienced.</p>	<p>Prior to the investigation students record 3-5 questions about what they are wondering about how taste can move through a body's system to the brain and then to facial muscles?</p> <p>To support students in using evidence from the text to construct an explanation a graphic organizer can be used.</p>
<p>4.1.2 Develop and use a model of a system to describe how animals receive different types of information from their environment through their senses, process the information in their brain, and respond to the information. Emphasize how animals are able to use their perceptions and memories to guide their actions. Examples could include models that explain how animals sense and then respond to different aspects of their environment such as sounds, temperature, or smell. (LS1.D)</p>	<p>Mystery Science</p>	<p>In this Mystery, students explore the brain's role in receiving information from the senses, processing that information, and controlling the muscles to enable movement. In the activity, Think Fast!, students test their reflexes with two very quick experiments and one more involved activity. They learn about how we process information in our brains and then respond to that information in different ways.</p> <p>Students will need the following materials for the investigation:</p> <ul style="list-style-type: none"> Ruler Data Collection Table 	<p>If students do not have a ruler, they could investigate with another item.</p>
<p>Document will be updated as more resources become available.</p>			

