

Monday April 13	Tuesday April 14	Wednesday April 15	Thursday April 16	Friday April 17
<p>Objective: Explore and illustrate the life cycles of plants and animals, such as beetles, lima beans, crickets, and radishes.</p> <p>Overview: Students will illustrate and label the life cycles of a beetle and a lima bean. Then, they will describe the changes that each goes through in their life cycle.</p>	<p>Objective: Compare the life cycles of plants and animals, such as beetles, lima beans, crickets, and radishes.</p> <p>Overview: Students will compare the life cycles of beetles, lima beans, frogs, and tomato plants. Then, they will write about their comparisons.</p>	<p>Objective: Describe the role of producers in a food chain.</p> <p>Overview: Students will go on a scavenger hunt outside to find producers (plants). Then, they will explain how producers get their energy.</p>	<p>Objective: Describe how consumers obtain energy.</p> <p>Overview: Students will explore the sources of energy for the foods they eat. Then, they will create a folding model to describe the different kinds of consumers (herbivore, carnivore, omnivore).</p>	<p>Objective: Identify and describe the flow of energy in a food chain.</p> <p>Overview: Students will determine the sources of energy from the food they eat and create a food chain tracing from a producer to themselves. Then, they will describe how energy flows in a food chain.</p>
Monday April 20	Tuesday April 21	Wednesday April 22	Thursday April 23	Friday April 24
<p>Objective: Connect food chains to make models of food webs.</p> <p>Overview: Students will observe a food web and illustrate the different food chains within the food web. Then, students will create a new food web using the food chains they discovered and compare it to the original web.</p>	<p>Objective: Predict how changes in a food web affect the ecosystem.</p> <p>Overview: Students will brainstorm a list of things that could affect a food web. Then, they will write about how a food web would be affected by a given scenario.</p>	<p>Objective: Identify inherited traits in plants.</p> <p>Overview: Students will observe plants around their home and describe their inherited traits. Then, they will create a Frayer model to show understanding of the terms <i>inherited traits</i>, <i>offspring</i>, and <i>parent</i>.</p>	<p>Objective: Understand that some behaviors are learned as an organism grows and develops.</p> <p>Overview: Students will brainstorm a list of inherited traits and learned behaviors. Then, they will think about some behaviors they have learned in the past month and explain how they learned the behavior.</p>	<p>Objective: Identify adaptations in plants and animals.</p> <p>Overview: Students will identify the functions of different animal structures. Then, they will research two plants and two animals in order to describe their structures and functions.</p>

Monday – 30-45 minutes

Activity / Task

Life Cycles

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade4Day9>

Objective: Explore and illustrate the life cycles of plants and animals, such as beetles, lima beans, crickets, and radishes.

Think About It:

What are some changes we observe as organisms grow? What are some changes that happen to us as we grow? If you can, discuss this question and share your thinking with someone in your home.

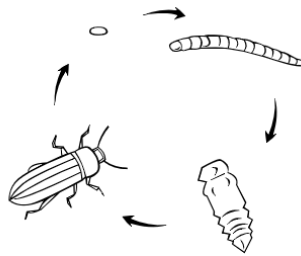
Do It:

What you need:

- Pencil
- Science notebook/paper
- Markers/colored pencils

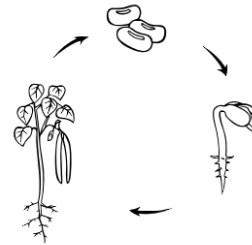
What to do:

- Illustrate the life cycle of a beetle.
- Label each stage of the life cycle.
- Illustrate the life cycle of a lima bean.
- Label each stage of the life cycle.



Beetle Life Cycle by HISD Curriculum using 123 Science Fonts

Beetle Life Cycle



Bean Plant Life Cycle by HISD Curriculum using 123 Science Fonts

Lima Bean Life Cycle

Beetle stages: egg, larva, pupa, adult

Lima Bean stages: seed, young plant, adult plant

Understand It:

Changes in physical characteristics of animals and plants can be evidence of growth. Animals and plants grow in different stages which may have similarities or differences between other animals in different life stages. Do life cycle illustrations include all off the stages the organism undergoes?

Apply It

Journal Entry: Describe each life cycle that you drew. Describe how each organism changes from the beginning to the end of their cycle.

Resources

[Guided activity using Google Slides](#)



Tuesday – 30-45 minutes

Activity / Task

Comparing Life Cycles

To access this interactive lesson; visit <https://tinyurl.com/HISDGrade4Day10>

Objective: Compare the life cycles of plants and animals, such as beetles, lima beans, frogs, and tomato plants.

Think about it!

What stages are similar or the same when comparing the life cycle of a beetle and a lima bean? If you can, discuss this question and share your thinking with someone in your home.

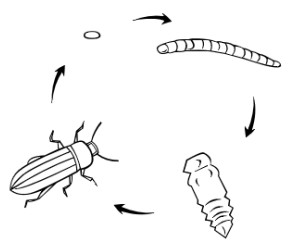
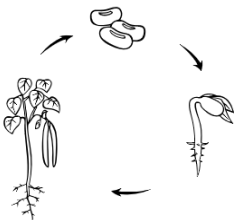
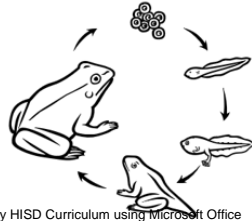
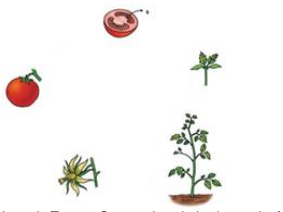
Do it!

What you need:

- Life cycle drawings/pictures
- Venn Diagram
- Pencil

What to do:

- Review the life cycles of the following organisms (beetle, lima bean, frog and tomato).
- Draw and complete a Venn Diagram comparing similarities and differences of the following sets of two organisms.
 - Beetle and frog
 - Lima bean and tomato
 - Beetle and Lima bean

 <p>Beetle Life Cycle by HISD Curriculum using 123 Science Fonts</p>	 <p>Bean Plant Life Cycle by HISD Curriculum using 123 Science Fonts</p>
Beetle Life Cycle	Lima Bean Life Cycle
 <p>Frog Life Cycle by HISD Curriculum using 123 Science Fonts</p>	 <p>This work, Tomato Stages, is a derivative work of Tomato Life Cycle by Siyavula Education, used under CC BY 2.0</p>
Frog Life Cycle	Tomato Plant Life Cycle

Understand It!

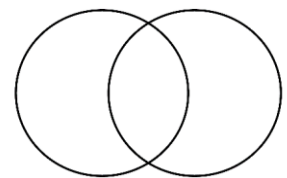
When comparing life cycles there are similarities and differences.

Some similarities are most organisms have an adult stage. Also, the young start in an egg or seed stage which can look similar when compared to each other.

The differences are some stages tend to look different when compared to each other. Also, some organisms have more stages than others.

Apply It!

Journal entry: Write a brief summary (3 - 5 sentences) about your comparisons of each set of two organisms' similarities and differences.



Venn Diagram by HISD Curriculum using Microsoft Office

Resources

[Guided Activity using Google Slides](#)



Wednesday – 30-45 minutes

Activity / Task

Producers
To access this interactive lesson, visit <https://tinyurl.com/HISDGrade4Day11>

Objective: Describe the role of producers in a food chain.

Think About It!
 What do all producers have in common? If you can, discuss this question and share your thinking with someone in your home.

Do It!
 What you need:

- Pencil
- Science Notebook / Paper
- Colored pencils / Markers

What to do:

- Go on a scavenger hunt outside to find different producers.
- Identify 5 different producers.
- Draw pictures of the producers you found.

Understand it!
 An organism that uses sunlight to make its own food for energy through photosynthesis is a producer.

Most producers need sunlight, water, and carbon dioxide to make their own food.

How many producers did you find? Do they all have the same thing in common?

Apply It!
 Journal Entry:
 Explain how producers get their energy in your journal.
 Draw a diagram below your entry to support your explanation



Photo by HISD Curriculum using iPhone

Resources

[Guided activity using Google Slides](#)

Thursday – 30-45 minutes

Activity / Task

Consumers

To access this interactive lesson visit <https://tinyurl.com/HISDGrade4Day12>

Objective: Describe how consumers obtain energy.

Think about it!

How do humans get their energy? If you can, discuss this question and share your thinking with someone in your home.

Do It!

What you need:

- Pencil
- Science Notebook / Paper
- Colored pencils / Markers

Food Item	Animal	What the Animal Eats (Consumes)
Eggs	Chicken	Corn

Table created by HISD Curriculum using Microsoft Office

What to do:

- On a sheet of paper write down what you ate for breakfast, lunch, or dinner.
- Determine which foods come from an animal. If you are a vegan, think about animals or animal products for your chart.
- Draw a table (*like the one shown*) and list the food item, the animal, and what the animal eats (**consumes**) to get its energy.

Understand It!

Animals that eat or consume plants and other animals are called consumers. Consumers depend on producers and other consumers to obtain their energy.

There are 3 types of consumers:

- Herbivore – consumes only producers
- Carnivore – consumes only consumers
- Omnivore – consumes producers and consumers.



Image by Christian B. from Pixabay

What type of consumer are you?

Apply It!

Journal entry: Create a three-flap folding model. Label one flap herbivore, one flap carnivore and the other flap omnivore. In your own words write a definition for each term and list examples. On the bottom flap draw a picture of each type of consumer.

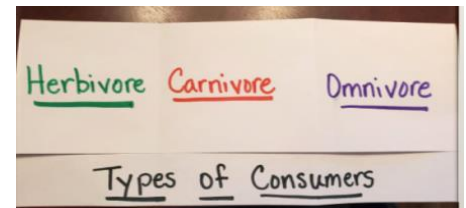


Photo by HISD Curriculum using iPhone

Resources

[Guided activity using Google Slides](#)

Friday – 30-45 minutes

Activity / Task

Food Chains

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade4Day13>

Objective: Identify and describe the flow of energy in a food chain.

Think About It!

What do you think the arrows in a food chain represent? If you can, discuss this question and share your thinking with someone in your home.

Do It!

What you need:

- Pencil
- Science Notebook or Paper
- Colored pencils or Markers



Photo by HISD Curriculum using iPhone

What to do:

- Choose a food that you ate for breakfast or lunch today.
- Make a food chain that describes the flow of energy from the sun to you.
- The first link should be a producer.
- The last link should be you.

Understand it!

Energy is transferred from one organism to another through food chains and food webs.

Arrows on a food chain represent the transfer of energy.

An animal gets food and energy by eating other organisms.



Photo by HISD Curriculum using iPhone

Apply It!

Journal Entry: Give 4 examples of the transfer of energy in a land or water food chain using the sentence stem.

- The _____ gives energy to the _____
- The _____ gives energy to the _____
- The _____ gives energy to the _____
- The _____ gives energy to the _____

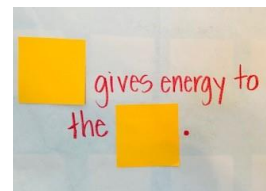


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Resources

[Guided activity using Google Slides](#)

Activity / Task

Food Webs

To access this interactive lesson visit <https://tinyurl.com/HISDGrade4Day14>

Objective: Connect food chains to make models of food webs.

Think about it About It!

What energy source drives a food web? If you can, discuss this question and share your thinking with someone in your home.

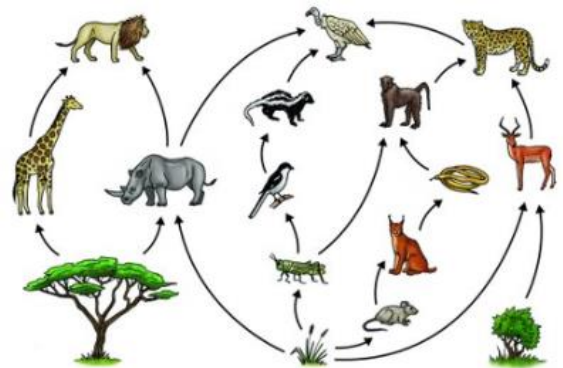
Do It!

What you need:

- Pencil
- Science Notebook / Paper
- Colored pencils / Markers

What to do:

- Look at the picture of the Savannah food web to the right. Identify/record all the producers and consumers in your journal or a sheet of paper.
- Create food chains from the list of producers and consumers.
- Create a new food web from your food chains. (*You do not have to use all the animals listed.*)
- Present your new food web and explain the flow of energy to someone in your home.



Savanna Food Web by Siyavula Education is licensed under CC BY 2.0

Understand It!

Food webs are composed of both producers and consumers that are interdependent.

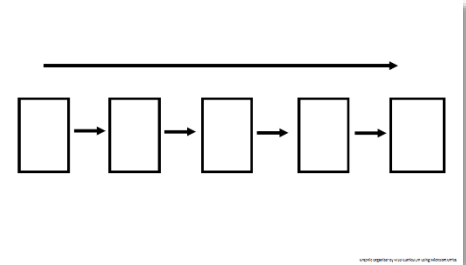
Organisms obtain their primary source of energy from the Sun, and then that energy is transferred from one organism to another.

The arrows show the direction the energy flows from one organism to another.

Present your new food web and explain the flow of energy to someone in your home.

Apply It!

Journal Entry: Compare your food web to the original food web. What are some similarities and differences about the flow of energy?



Graphic Organizer by HISD Curriculum using Microsoft Office

Resources

[Guided activity using Google Slides](#)

Tuesday – 30-45 minutes

<p>Activity / Task</p>	<p>Changes in Food Webs <i>To access this interactive lesson, visit https://tinyurl.com/HISDGrade4Day15</i></p> <p>Objective: Predict how changes in a food web affect the ecosystem.</p> <p><u>Think About It!</u> Imagine that one kind of animal disappeared. What would happen to the other living things in the food web? If you can, discuss this question and share your thinking with someone in your home.</p> <p><u>Do It!</u> What you need:</p> <ul style="list-style-type: none"> • Pencil • Science Notebook / Paper • Colored pencils / Markers <p>What to do:</p> <ul style="list-style-type: none"> • Brainstorm a list of changes that may affect a food web. • Determine some possible effects from the changes. • Make a chart listing the cause of the change and the effect of the change <p><u>Understand it!</u> Changes in food webs can affect all parts of a food web. If one organism in the food web disappears the other organisms are affected.</p> <p><u>Apply It!</u> Journal Entry: Explain how disease would affect the population of deer in a forest. What would happen to the other living things in the forest food web?</p>
<p>Resources</p>	<p>Guided activity using Google Slides</p>



Photo by HISD Curriculum using iPhone

Wednesday – 30-45 minutes

Activity / Task

Inherited Traits

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade4Day16>

Objective: Identify inherited traits in plants.

Think About It!

Who do you look like? Which trait did you get from your mother? Which trait did you get from your father? (*Think about eye color, hair color, height...etc.*) If you can, discuss your thinking with someone in your home.

Do It!

What you need:

- Pencil
- Science Notebook / Paper
- Colored pencils / Markers

Plant Traits				
Plant	Leaf Size	Height	Color	Flower/Fruit
Oak Tree	Medium	8 feet	green	

What to do:

- You are going on a scavenger hunt. Inspect the plants around your house to identify the plants and their offspring. (You should look for small shoots or small plants next to larger plants)
- Create a table (*like chart shown*) or on a sheet of paper and record the inherited traits the plants have in common.

Understand It!

Inherited traits are characteristics that are passed down from parent to offspring.

All organisms pass down traits to their offspring, including plants.



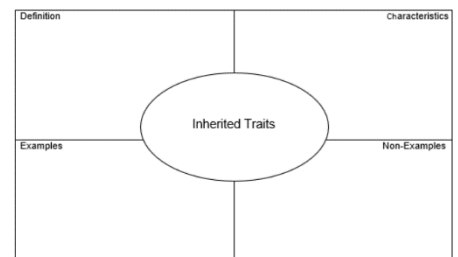
Image by manseok Kim from Pixabay

Apply it!

Journal entry: Create a Frayer model for the following terms:

- Inherited traits
- Offspring
- Parent

FRAYER MODEL



Graphic Organizer by HISD Curriculum using Microsoft Office

Resources

[Guided activity using Google Slides](#)



Thursday – 30-45 minutes

<p>Activity / Task</p>	<p>Learned Behaviors <i>To access this interactive lesson, visit https://tinyurl.com/HISDGrade4Day17</i></p> <p>Objective: Understand that some behaviors are learned as an organism grows and develops.</p> <p><u>Think About It!</u> Can you think of some behaviors that a puppy would have to learn how to do? If you can, discuss this question and share your thinking with someone in your home.</p> <p><u>Do It!</u> What you need:</p> <ul style="list-style-type: none"> • Science notebook/paper • Pencil <p>What to do:</p> <ul style="list-style-type: none"> • Brainstorm of list of behaviors that you have observed by family members or animals. • Box the behaviors that are learned. • Put a check by the behaviors that are inherited. <p><u>Understand it!</u> Behavior is the way an organism acts or what it does. Some behaviors are learned as an organism grows and develops. The ability to learn helps an animal survive.</p> <p><u>Apply It!</u> Make a list of some behaviors that you have learned in the past month. Explain how you learned each behavior.</p>
<p>Resources</p>	<p>Guided activity using Google Slides</p>



Photo by HISD Curriculum using iPhone

Friday – 30-45 minutes

Activity / Task

Adaptations (Structure and Functions)

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade4Day18>

Objective: Identify adaptations in plants and animals.

Think About It!

Humans have some flat teeth and other teeth that are sharp. Why do you think this is? If you can, discuss and share your thinking with someone in your home.

Do It!

What you need:

- Pencil
- Science Notebook/Paper

What to do:

- Look at the chart of the different plants and animals to the right.
- Copy the chart and identify the function of each structure listed.

STRUCTURE	FUNCTION
Duck's Webbed Feet	
Aloe Vera's wide waxy leaves	
Giraffe's long neck	
Cactus' spines	
Arctic fox has white fur in winter and red fur in summer	

Understand It!

Plants and animals have structures that serve different functions in growth, survival, and reproduction.

An adaptation is an inherited trait that helps an organism meet its needs.

Apply It!

Journal entry: Research 2 plants and 2 animals. Identify a structure for each organism and determine its function and how it helps them survive in their environment. Add them to the chart you created earlier.



Image by Gerhard Gellinger from Pixabay

Resources

[Guided activity using Google Slides](#)

