

Subject: Science Unit 1 Grade Level: 4 Unit Title: Ecosystems	Timeframe Needed for Completion: 9 weeks Grading Period: 1st Nine Weeks
Big Idea/Theme: Animals Understand the effects of environmental changes, adaptations and behaviors that enable animals and humans to survive in changing habitats.	
Essential Questions: What do living things need to survive? How do parts of living things help them survive? How do living things adapt to their environment? Weekly Written Responses: Compare two different animal classifications. What are ways that animals can adapt to their environment? Compare and contrast omnivore, herbivore, and carnivore. Would you rather be a cock roach or a jaguar? Explain your thinking. Compare and contrast similar animals in different climates/habitats. (i.e. Black Bear/Polar Bear)	4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats. 4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful. 4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment. 4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion). 4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.
Essential Skills/Vocabulary: Adaptation Conservation Behavior Food chain Living Producer Nonliving Consumer Survival Climate Environment Habitat Mammal Amphibian Reptile Bird Fish Camouflage Skills: <ul style="list-style-type: none"> • Basic needs of different animal groups • How animals adapt to meet their needs. 	Assessment Tasks: <ul style="list-style-type: none"> • Daily 5: Informational Books, text features, read to self/read with someone, research, work on word work, and work on writing • Create a fictitious animal using your knowledge of the classifications. Provide appropriate habitat and at least 3 adaptations that enable your animal to survive in that environment; include a food chain • Research a threatened/endangered animal from North Carolina • Create a zoo habitat appropriate for a new animal of your choice • Creative Writing-Pretend you are a specific animal living in a changing environment. Write a story about how you react to a change in your territory. • Describe an animal group and their parenting skills.

- Food chain
- Identify the 5 animal classifications and characteristics
- Distinguish between Threatened and Endangered status and what can be done to repopulate those species
- Discuss changes in the season and how humans/animals adapt to those changes
- Understand the attributes of a living organisms
- Relate self to animal behavior
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- Power Point Presentation (student-made)
- Fact Cards using computer software
- Plan a menu
- Animal Classifications – matching
- Animal Sort to appropriate habitat/classification/body covering
- Venn Diagram
- Teacher made tests and quizzes
- Formative assessments

Materials Suggestions:

Share resources by posting to the shared RW drive 4th grade science

<http://cpet.ufl.edu/sift/SIFTContact.html>

<http://www.wviz.org/psi>

<http://smithsonianeducation.org/>

http://commoncore.org/maps/index.php/maps/grade_2_unit_6/

<http://edsitement.neh.gov/lesson-plan/aesop-and-ananse-animal-fables-and-trickster-tales>

<http://choosemyplate.gov>

http://www.wviz.org/psi/video_student/fast

<http://sandiegozoo.org/videos/index.html> (use in afternoons due to 6 hour time difference)

<http://animal.discovery.com/> (screen content before viewing with students)

NC Wise Owl

Nonfiction books-county and school library

DiscoveryKids Magazine

National Geographic Kids

Zoo Books

Scholastic News

Kind News

<http://studyjams.scholastic.com/studyjams/index.htm>

www.superteacherworksheets.com (Animal Scavenger Hunt)