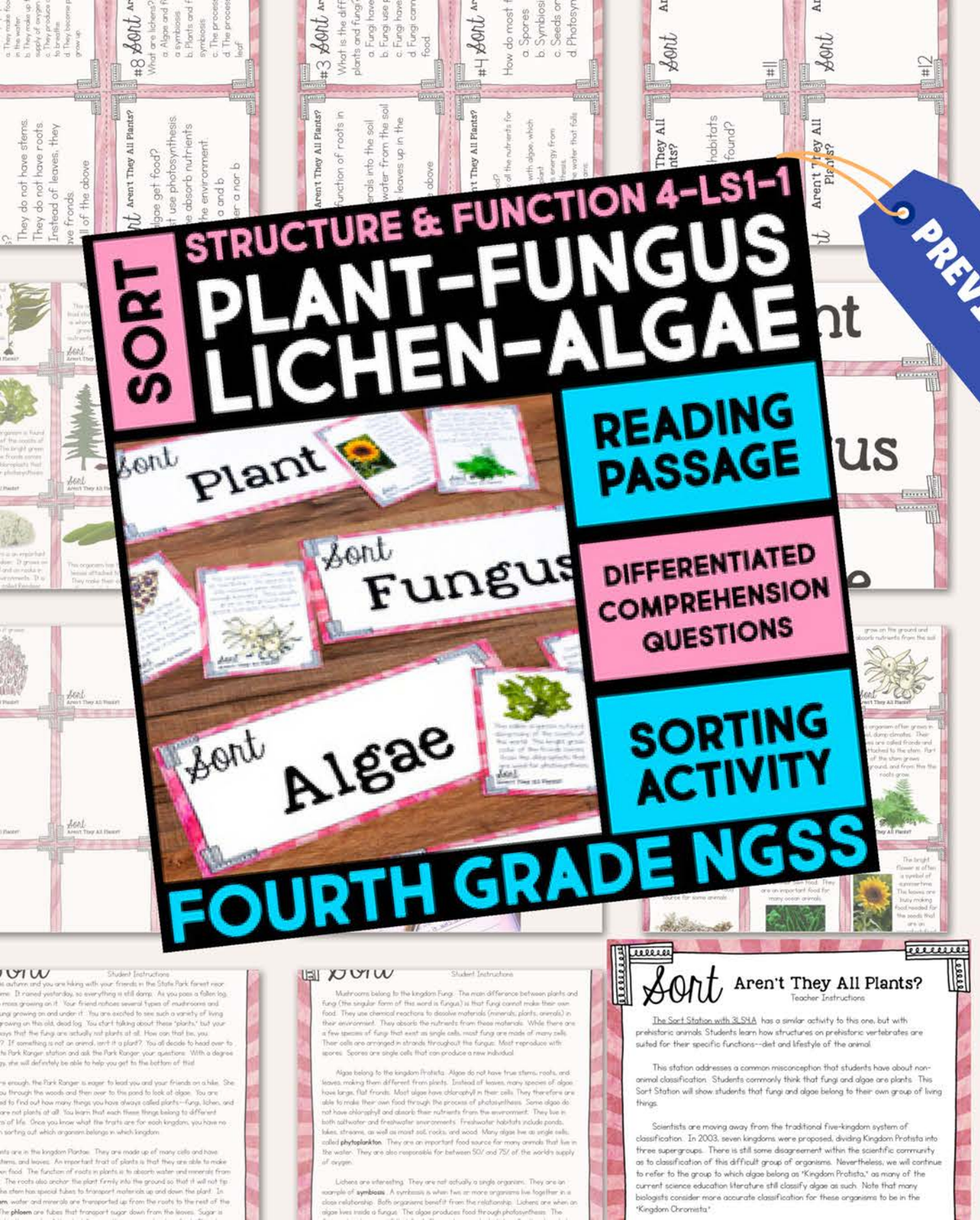






## Plant or Not? Let's Sort It Out!

4TH GRADE

# SORT

# PLANTS & ORGANISMS INTO KINGDOMS

# STRUCTURE & FUNCTION

# 4TH GRADE SCIENCE

### 4th Grade Science Station

KEEP SCROLLING TO SEE WHAT'S INSIDE!

# YOU WILL LOVE THIS BECAUSE



## Enhances Classification Skills

The sorting activity helps students develop critical classification skills, essential for understanding biological taxonomy and the diversity of life.



## Aligned with NGSS

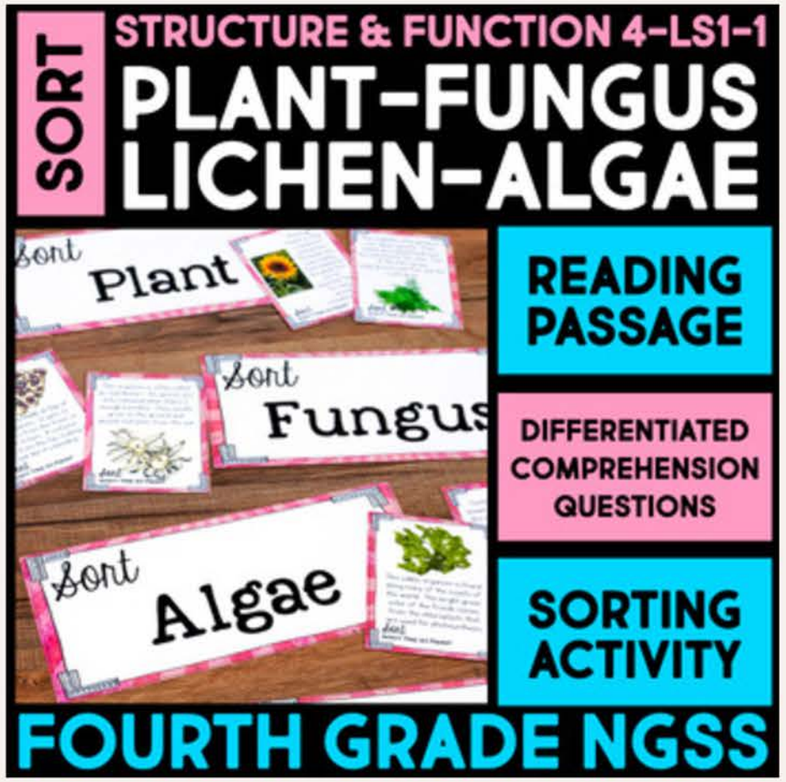
These lesson plans aren't just random; they're laser-focused on Next Generation Science Standards. No more curriculum guesswork!

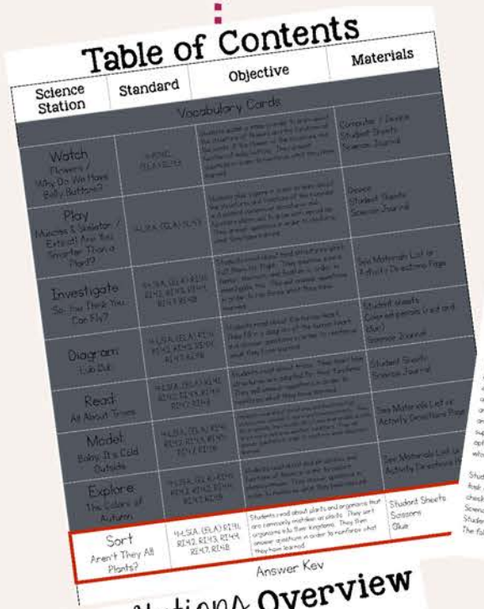


## Promotes Active Learning

The hands-on sorting activity engages students in active learning, making the concepts more tangible and memorable.

# ACTIVITY OVERVIEW





Table of Contents

| Science Station | Standard | Objective | Materials |
|---|---|---|---|
| Vocabulary Cards | | | |
| Watch: Flowers: Why Do We Have Belly Buttons? | | | Computer / Device, Student Sheets, Glue, Scissors |
| Play: Muscles & Skeleton / Extinct! Are You Smarter Than a Dino? | | | Device, Student Sheets, Science Journal |
| Investigate: So, You Think You Can Fly? | | | Task Materials List or Activity Directions Page |
| Diagram: Lung Size | | | Student Sheets, Colored pencils (red and blue), Science Journal |
| Read: All About Trees | | | Student Sheets, Science Journal |
| Model: Baby, It's Cold Outside | | | Task Materials List or Activity Directions Page |
| Explore: The Colors of Autumn | | | Task Materials List or Activity Directions Page |
| Sort: Aren't They All Plants? | | Students read about plants and organisms that are commonly mistaken as plants. They sort organisms into their kingdoms. They then answer questions in order to reinforce what they have learned. | Student Sheets, Scissors, Glue |


Structure & Function
Science Stations

Many of the stations found in 3-LS1B could support the standard. In particular, the Model Station (Flower Dissection) introduces students to how flowers are necessary for some plants' reproduction. Other stations in the 3-LS1B station set address plant and animal life cycles and may be useful for students to begin to understand how certain structures are necessary for the different phases of plants' and animals' life cycles.

In Fourth Grade, students are expected to "construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction" (4-LS1-1). This correlates with the DCI in LS1A, which states, "Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction." All stations in this set address this DCI, helping students gain an understanding of the biological principle that "form fits function" or organisms' structures are necessary for survival of the organism and of the species. The Investigate and Model stations go into more detail and help students construct arguments that specific structures are necessary for specific functions in the organisms' life, as outlined in the Performance Expectation.

There is no specific Engineering DCI in this standard strand.

These Science Stations have several different ways students can display their understanding. Most of the variations are similar to each other, but differentiated for various classrooms and learning styles. Included are worksheets for both short-answer and fill-in-the-blank and task cards for both short-answer and multiple choice responses. To provide even more support, give students a word bank for the fill-in-the-blank option. Also included are vocabulary cards in two formats which could become a math station if needed.

Students are encouraged to use their Science Journals with the task cards, but worksheets are provided as well. Use the checklist to monitor student progress through the stations. The Science Stations are designed to last about 20 minutes each. Students may do one a day for 3 days or 2 a day for four days. The following checklists will help you organize the stations.

Watch a Video
Students watch a video in order to learn about the structure of flowers and the functions of the parts of the flower or the structure and function of belly buttons. They answer questions in order to reinforce what they have learned.

Play a Video Game
Students play a game in order to learn about the structures and functions of the muscular and skeletal systems or structures and functions plants use to grow and reproduce. They answer questions in order to reinforce what they have learned.

Investigate
Students read about bird structures which aid them for flight. They examine a bird femur, sternum, and feather in order to investigate this. The will answer questions in order to reinforce what they have learned.

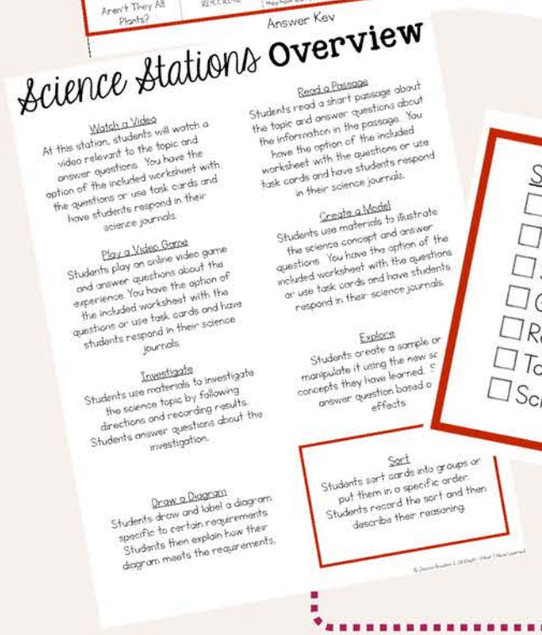
Draw a Diagram
Students read about the human heart. They fill in a diagram of the human heart and answer questions in order to reinforce what they have learned.

Read a Passage
Students read about trees. They learn how structures are adapted for their functions. They will answer questions in order to reinforce what they have learned.

Create a Model
Students read about structures and functions that enable some animals to live in arctic environments. They do an activity that models structures that enable animals to survive in extreme weather conditions. They will answer questions in order to reinforce what they have learned.

Explore
Students read about and structures and functions of leaves in order to explore photosynthesis. They answer questions in order to reinforce what they have learned.

Sort
Students read about plants and organisms that are commonly mistaken as plants. They sort organisms into their kingdoms. They then answer questions in order to reinforce what they have learned.


Answer Key
Science Stations Overview

Watch a Video
At this station, students will watch a video relevant to the topic and answer questions. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Play a Video Game
Students play an online video game and answer questions about the experience. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Investigate
Students use materials to investigate the science topic by following directions and recording results. Students answer questions about the investigation.

Draw a Diagram
Students draw and label a diagram specific to certain requirements. Students then explain how their diagram meets the requirements.

Read a Passage
Students read a short passage about the topic and answer questions about the information in the passage. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Create a Model
Students use materials to illustrate the science concept and answer questions. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Explore
Students create a sample or manipulate it using the new sc concepts they have learned. C answer question based o effects.

Sort
Students sort cards into groups or put them in a specific order. Students record the sort and then describe their reasoning.


Sort
- ☐ Directions Card
- ☐ Sort Cards
- ☐ Scissors
- ☐ Glue
- ☐ Response Sheet
- ☐ Task Cards
- ☐ Science Journal

Table of Contents

Background Information

Materials Checklist

Science Station Overview

# READING PASSAGE & ACTIVITIES

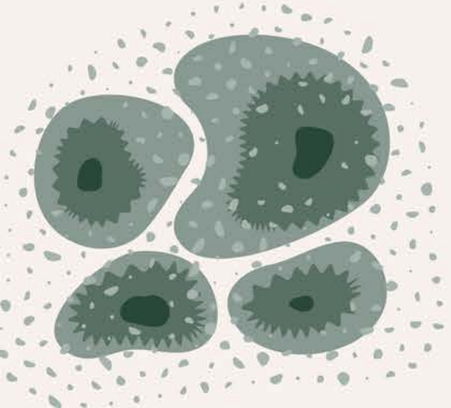






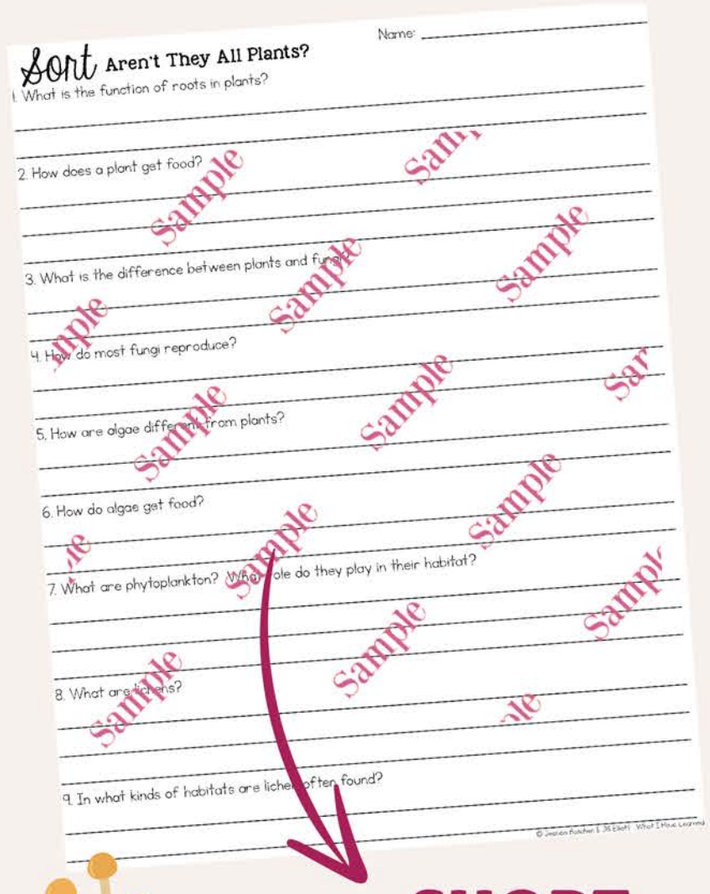
## ENAGING READING: 2 TYPES OF READING PASSAGE

## HANDS-ON ACTIVITIES

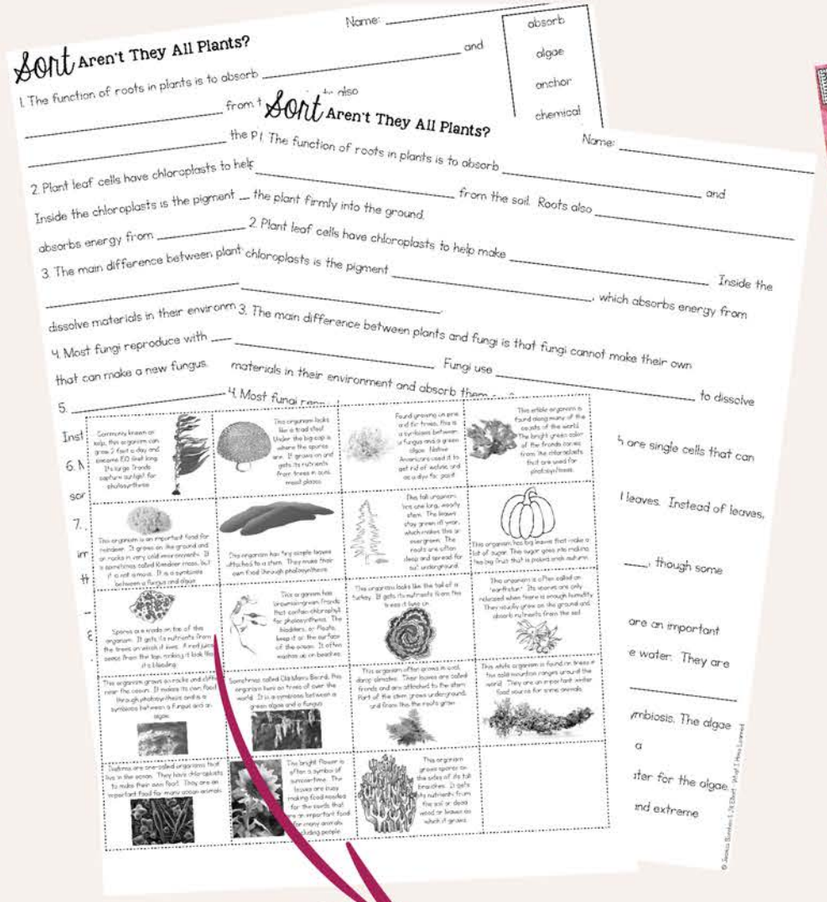




# DIFFERENTIATED QUESTIONS




## SHORT ANSWER

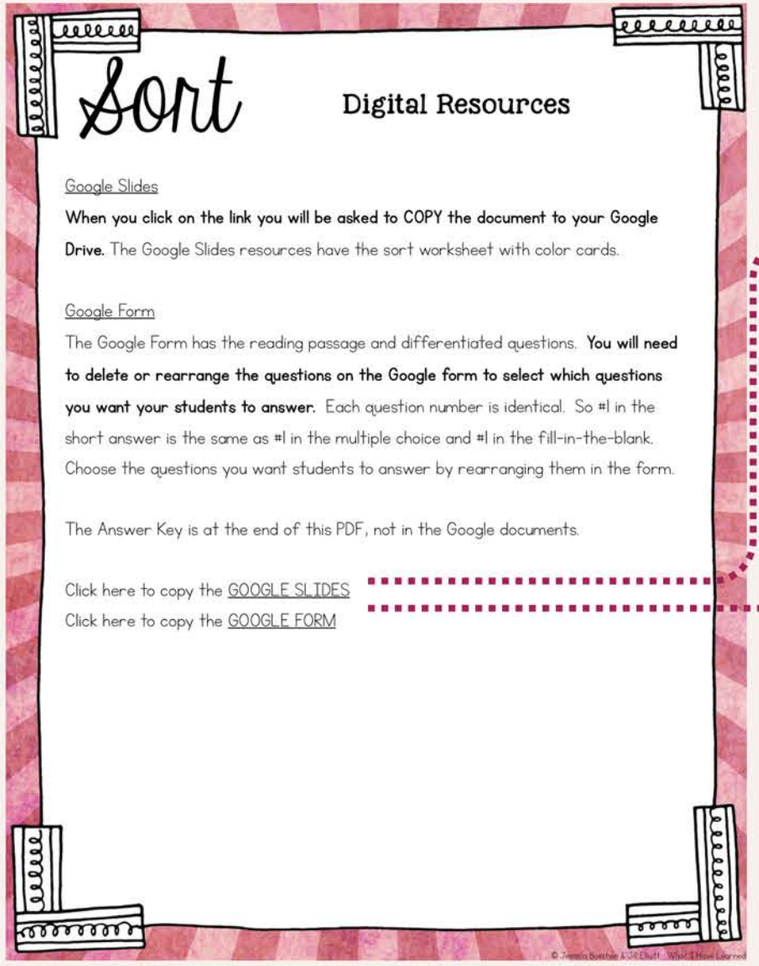



## FILL-IN-THE BLANK




## TASK CARDS: SHORT ANSWER & MULTIPLE CHOICE

# DIGITAL VERSIONS


Sort

Digital Resources

Google Slides

**When you click on the link you will be asked to COPY the document to your Google Drive.** The Google Slides resources have the sort worksheet with color cards.

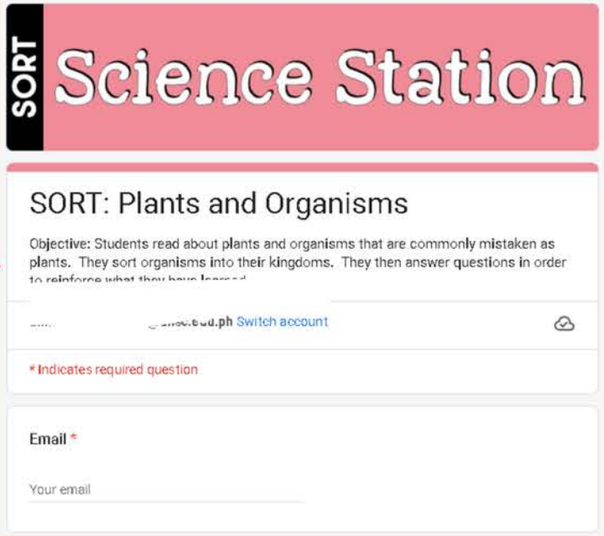
Google Form

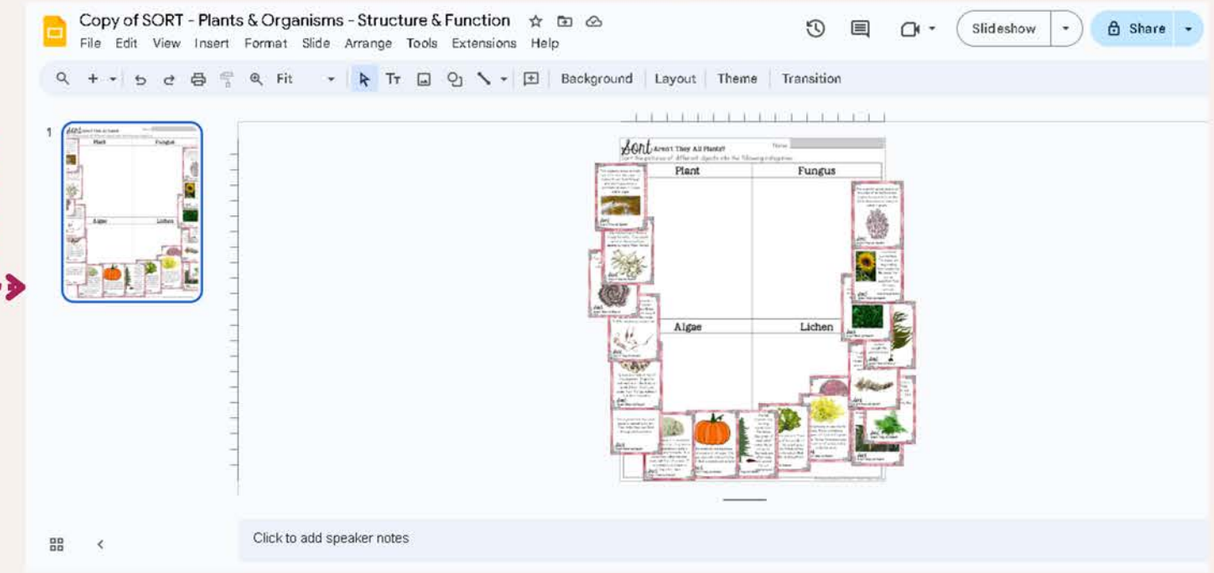
The Google Form has the reading passage and differentiated questions. **You will need to delete or rearrange the questions on the Google form to select which questions you want your students to answer.** Each question number is identical. So #1 in the short answer is the same as #1 in the multiple choice and #1 in the fill-in-the-blank. Choose the questions you want students to answer by rearranging them in the form.

The Answer Key is at the end of this PDF, not in the Google documents.

Click here to copy the GOOGLE SLIDES

Click here to copy the GOOGLE FORM




## DIGITAL VERSIONS

- ✔ Google Sheet with Activity & Directions
- ✔ Google Form with Reading & Questions

**Answer keys provided**

# TEACHERS LOVE IT!

*Excellent follow up assignment to our lesson in class.*

**Amanda D.**



*Cool resource for discovering why and how different plant (and fungi) fit into their kingdoms*

**Cameron L.**



My passion is making learning accessible to all students. I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections. I love figuring out the small components that build up to the big ideas and helping students see it all.



teach MATH

teach SCIENCE

teach READING

teach WRITING

# What I have LEARNED