

Chapter 1 : Printable Fourth Grade (Grade 4) Science Tests, Worksheets, and Activities - K

Fourth Grade Science Worksheets and Printables. Fourth grade science rocks! Fourth grade science typically covers minerals and geology, with a focus on ecosystems as well.

By the end of the unit students will know: The Grade 4 Life Science Unit is presented to students through a series of investigations, experiments, active learning experiences, questions, and assessments. Ecosystems builds on the concepts presented on conceptual flow graphic by describing the concepts addressed in each lesson and the links that connect each lesson to the next. Lessons are linked to the previous lesson and the lesson that follows via a conceptual storyline to enable the development of student understanding as they progress from one concept to the next. Students learn that these components can be identified anywhere, including their school grounds. In the previous lesson students learned the differences between biotic and abiotic things. Students study a small plot of the school grounds to identify abiotic and biotic factors and different types of interactions. Students research various biomes. They summarize their learning in a fold-able book. Formative Assessment 1 is aligned to the concepts in Lessons 1-5. As a formative assessment, student answers provide feedback to the teacher and student for any adjustments in the learning. In Formative Assessment 1 students demonstrate their understanding that ecosystems are made of abiotic and biotic factors that interact with each other. Lesson 3 wraps up the concept that ecosystems are made of interactions between and among biotic and abiotic components. In Lesson 4, students compare the needs of humans, pets, and wild animals to find the common needs of food, water, shelter and space. In the previous lesson, students learned that living things have needs that are met in their environment. In this lesson, students learn how a balance of food, water, shelter and space impact living things. Students recognize the ebb and flow of resources and number of organisms within a given area and that if resources are limited, organisms can die. Students observe a variety of seeds, identifying adaptations for dispersal that include flight, floating and carried by animals. Students design seeds with adaptations to meet one of these modes of transportation. While this lesson is not optional, if a field trip cannot be scheduled, students should have developed an understanding of these concepts in Lessons 1-5. Formative Assessment 2 is given after Lesson 9 as a indicator of student understanding from Lessons 1-9 that living things have needs met by their environment and that adaptations provide an advantage in meeting those needs. In this assessment, students demonstrate their knowledge in a simulation about camouflage in which they gather, chart, graph and interpret the data that supports the adaptation concepts. In Lesson 10, students learn about the interaction of living things in a food chain as an example of how matter cycles. Producers are eaten by consumers herbivores, which are eaten by other consumers carnivores or omnivores. Decomposers break down producers and consumers, returning nutrients matter into the soil for the producers to use again. In the previous lesson, the emphasis was on producer and consumers. Students build worm composters and observe how the worms help decay the garbage, converting it to rich nutrients for the soil. Students investigate the impact of mold on bread, and view slides of other microorganisms that recycle matter. Students understand that microorganisms can be both beneficial as in decomposers and harmful as in those that cause disease. In previous Lessons, students learned that food chains, with all of the parts producer, consumer, decomposer, recycle matter. This lesson serves as an introduction to this concept that students will learn more deeply in middle school. Students also learn that food webs provide various pathways for matter to cycle and energy to flow, and that a change. Students are given information about a food web in the Channel Islands. They are asked to create the food chains that make up the food web, and identify and label the roles of each organism producer, consumer, decomposer, herbivore, carnivore and omnivore. They must also indicate the flow of energy with arrows. The unit concludes with two lessons that introduce the concept of ecological balance. Upon completion of the 17 lessons, students take a Post-Assessment to determine their overall understanding of the concepts presented in the unit.

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