

# Grade 4 Life Science

## Unit Lesson Plan

Grade: Grade 4

Strand: Life Sciences

### **Benchmarks:**

- LS.1.A. Describe simple life cycles of plants and animals and the similarities and differences in their offsprings.
- LS.1.B. Categorize features as either inherited or learned e.g. flower colour, eye colour is inherited, language is learned.
- LS.1.C. Describe patterns of structures and functions of living things.
- LS.1.D. Describe relationships among various organisms in their own environments (predator- prey; parasite-host; food chains-food webs)

Lesson 1: Life of a Plant/Animal

Lesson 2: Plant Features

Lesson 3: Nature's Patterns

Lesson 4: Organic Pest Management

## Grade 4 Life Sciences

<b>Lesson Plan</b>	Life of a Plant/Animal
<b>Lesson Duration</b>	
<b>Reference</b>	LS.1.A. Describe simple life cycles of plants and animals and the similarities and differences in their offsprings.

### Objectives

Understand the life cycle of plants in their environment.

### Summary of Tasks

(1) Select a plant or animal that is native the Virgin Islands or Caribbean. Identify the main components of this species life cycle.

(3) Write a narrative story of the life cycle of plants and animals. Where they get their food from, their environment, how they begin and end life, who they interact with. Are they a producer or consumer? What happens after they die?

(2) Share stories with the class. Show the stages of their cycle through constructing a shoebox sculpture as an at-home assignment.

### Materials

Garden Journal

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<b>Lesson Plan</b>	Nature vs. Nurture
<b>Lesson Duration</b>	
<b>Reference</b>	LS.1.B. Categorize features as either inherited or learned e.g. flower colour, eye colour is inherited, language is learned.

### Objectives

Understand the different features of plants in the garden.

### Summary of Tasks

(1) Visit the garden and identify three different types of plants as a group. Identify plants that have been purposefully planted in the garden and those that are invasive (weeds).

(2) Analyse these plants for their significant features. What are the leaf shapes? How are their branches arranged? What shape are the flowers? How do the leaves feel? Where are they placed and arranged?

(3) In their garden journal, students create two lists; 1) Nature, 2) Nurture. Identify in these lists which characteristics were 'of the plants choosing' (Nature) as opposed to guided by human intervention (nurture).

(4) Create an imaginary 'Nature vs. Nurture' plant. Draw a plant that incorporates both features and explain why are inherited or learned, and how they help the plant.

### Materials

Garden Journal

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<b>Lesson Plan</b>	Nature's Patterns
<b>Lesson Duration</b>	
<b>Reference</b>	LS.1.C. Describe patterns of structures and functions of living things.

### Objectives

Identify patterns in the garden and their connection to the wider environment.

### Summary of Tasks

(1) Introduce the idea that there are patterns in nature, on all different scales. For example, the veins in our body resemble the tributaries of rivers. Inquire about the similarities of patterns between plants, humans and landscapes. Why are they similar?

(2) Sketch patterns found in the garden. For example; flowers, leaves, insect wings, rock patterns. Identify common patterns, colours or shapes.

(3) Create a new pattern that is inspired by these natural elements. Display as classroom art!

### Materials

Garden Journal  
Colours, paint, etc.

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<b>Lesson Plan</b>	Organic Pest Management
<b>Lesson Duration</b>	
<b>Reference</b>	LS.1.D. Describe relationships among various organisms in their own environments (predator- prey; parasite-host; food chains-food webs)

### Objectives

Learn to identify pests in the garden and how to manage them using organic methods.

### Summary of Tasks

- (1) Teach about organic pest management. Reach out to Green VI Garden Coordinator for support if needed.
- (2) Conduct exploratory pest search in the Garden. Collect samples.
- (3) As a class, identify a major pest and address this pest using a homemade organic pesticide (Garden Coordinator support). Create hypothesis about effectiveness.
- (4) Apply organic control method. After necessary timeframe, analyze effectiveness.

**Materials**

Green VI Garden Coordinator  
IPM materials (TBD per case)  
Garden Journal