

# Recall Teacher Instructions

## Review: What is Structure vs Function?

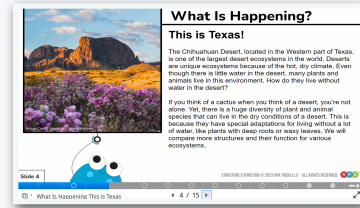
**Objective:** Each student will be able to identify an organisms' structures and their functions.

- "I can identify different structures and their functions."
- Students recall prior knowledge of the basic needs of all organisms in their environment with transparent thinking.
- Academic Terms: environment, survival, adaptation, structures, function, species.

## What is Happening?

Digital Student Journal Slides 3-4

Click slides to enlarge



Phenomenon-based approach for any classroom setting. This attention-getter on microscopic life can be used as either a cooperative learning strategy for engagement or as an individual reading opportunity to activate prior knowledge.

Slide 3, Answer Key

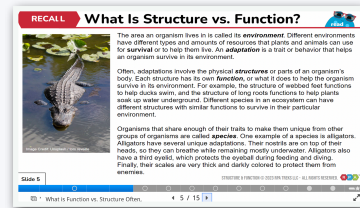
There is no correct or uniform answer for these connections. However, students should be able to relate information from 3rd, 4th, and possibly 5th grade to these terms using examples they have either directly observed or learned about previously. Be sure to provide time for students to make observations about the image before moving on to the description on previous slides. Encourage full sentences in the written descriptions.

## What is Structure vs Function?

Digital Student Journal Slide 5 - Click slides to enlarge

**Description:** Students complete a brief reading, introducing the terms *environment*, *survival*, *adaptation*, *structures*, *function*, and *species*.

Explain to students that structures are what we use to describe organisms, what they have and functions are what we use to describe what organisms are doing.

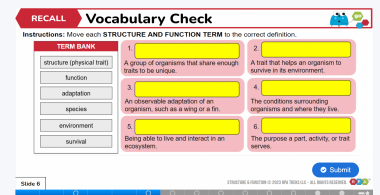


## Vocabulary Check

Digital Student Journal Slide 6 & Answer Key - Click slides to enlarge

**Description:** Students match structure and function terms with their definitions, based on the previous reading.

Previous to 5th grade, students explained how external structures and functions of organisms enabled them to survive in their environment, such as waxy leaves and deep roots of plants.



1. Species A group of organisms that share enough traits to be unique.	2. Adaptation A trait that helps an organism to survive in its environment.
3. Structure An observable adaptation of an organism, such as a wing or a fin.	4. Environment The conditions surrounding organisms and where they live.
5. Survival Being able to live and interact in an ecosystem.	6. Function The purpose a part, activity, or trait serves.

## ELPS Spotlight

### STRATEGY: Visual Scaffolding

**Word Walls:** Students will be able to use a Word Wall to support their understanding of key science vocabulary by identifying, using, and defining the vocabulary words

Instructions:

1. Introduce the Word Wall to the class and explain its purpose as a resource for learning and using key science vocabulary. Review the science vocabulary words with pictures or visual aids to support understanding.(Reading)
2. Have students work in pairs to use the Word Wall to match the vocabulary words with their definitions or with related pictures. Encourage them to use the vocabulary words in their explanations and to discuss any confusion or questions they have about the words.
3. Conduct a whole-class discussion by having each pair share their matches and explanations. Write the words and definitions on the board or chart paper to reinforce understanding.(Listening and Speaking)
4. Have students work independently or in small groups to create sentences or short paragraphs using the vocabulary words. Encourage them to use the Word Wall to check spelling and to use the words accurately in context.(Writing)
5. Collect the sentences or paragraphs and use them as a formative assessment of students' understanding and use of the science vocabulary words.

### ELPS Tips for Beginning EB students:

- Provide picture or visual aids to support understanding of the vocabulary words.
- Use simple sentences or sentence stems to guide student writing, such as "The \_\_\_\_\_ is a \_\_\_\_\_" or "The \_\_\_\_\_ does \_\_\_\_\_".
- Allow students to work with a partner or in a small group to complete the matching activity and create sentences. Provide language modeling and support as needed.

### ELPS Tips for Intermediate and Advanced EB students:

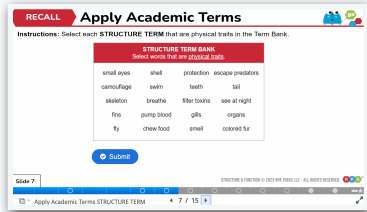
- Provide more complex sentences or sentence stems to challenge student writing, such as "The \_\_\_\_\_ is essential to \_\_\_\_\_ because \_\_\_\_\_" or "The \_\_\_\_\_ is similar to \_\_\_\_\_ because \_\_\_\_\_".
- Allow students to work independently on the matching activity and the sentence writing. Encourage them to use academic language and to check their spelling and grammar using the Word Wall as a resource.
- Provide a challenge activity, such as having students create a concept map or a diagram to show the relationships between the science vocabulary words.

# Apply Academic Terms

Digital Student Journal Slides 7-12 - *Click slides to enlarge*

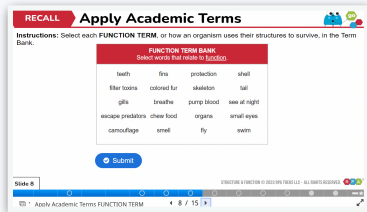
**Description:** Using the vocabulary they have built so far, students select physical traits for Structure, or how an organism uses traits to survive for Function. They then match structures to functions on a picture.

If students struggle to differentiate between structure and function, remind them that structures are what we use to describe organisms - what they have and functions are what we use to describe what organisms are doing.



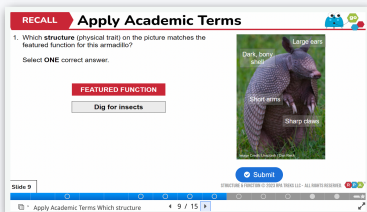
Slide 7, Answer Key

Structure			
small eyes	shell		
		teeth	tail
skeleton			
fins		gills	organs
			colored fur



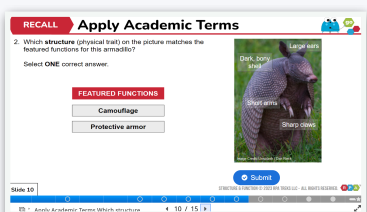
Slide 8, Answer Key

		protection	
filter toxins			
	breathe	pump blood	see at night
escape predators	chew food		
camouflage	smell	fly	swim



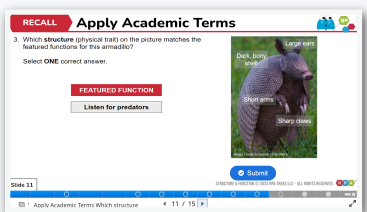
Slide 9, Answer Key

1. Sharp Claws



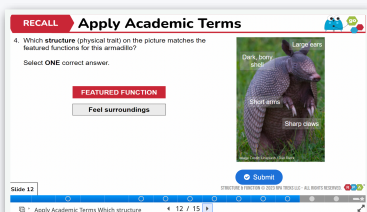
Slide 10, Answer Key

2. Dark, bony shell



Slide 11, Answer Key

3. Large ears



Slide 12, Answer Key

4. Short arms

## Connect to You!

### Digital Student Journal Slide 13

Brief reflection on what students knew about the academic terms up to the present. There is no correct or uniform answer for these connections, however students should be able to relate information from 3rd, 4th, and possibly 5th grade to these terms using examples they have either directly observed or learned about previously. Encourage full sentences in the written descriptions.

**RECALL** **Connect to You!**

**Instructions:**

1. Read the vocabulary terms in the Term Bank.
2. Select TWO terms that you know from the Term Bank.
3. Write one term in the box labeled A and the other term in the box labeled B.
4. Under each term, write a sentence explaining what you know about the word or words you've selected.

**A TAIL**

Write here

**B Desert**

Tapet time in desert in Arizona with my family.

**TERM BANK**

structure	survival
function	ecosystem
organism	camouflage
environment	tail
desert	claws
characteristic	wings

Slide 13

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Connect to You structure function 13 / 15

## ELPS Tips

### Reading & Speaking during “What Is Happening?”

Random Pair & Read Alouds: Pair students and allow them time to read quietly with each other, then pull random seat numbers to read out loud. Do not call students by name and allow long pauses.

### Speaking during Vocabulary Check and Apply Academic Terms

Allow students to come up to the board and read the definition for a term out loud. As they identify the matching terms, they move the circle to the matching definition.

### Writing during Connect to You!

Students reflect on their personal experiences with various academic terms and choose two terms. As they write a brief description of their background, provide examples from translated resources such as bilingual dictionaries, online translators, or pre-prepared materials from cross-curricular teams.