

# Kit Overview Sheet - Structures of Life

## Grade 4 - Life Science Strand

Part-by-Part alignment information - Click on each part for fuller descriptions of the GLEs addressed		<b>Best Opportunities to Learn Lie in these GLEs:</b>					<b>This Part is Considered:</b>	
Investigation Title	Part Title	Systems:			Inquiry	Application	Essential	Optional
		Properties	Structures	Changes				
# 1 Origin of Seeds	1: Seed Search	X	X		X		X	
	2: The Sprouting Seed	X			X		X	
	3: Seed Soak	X	X		X	X	X	
# 2 Growing Further	1: Germination		X	X	X		X	
	2: Hydroponics	X	X	X		X	X	
	3: Life Cycle of the Bean		X	X			X	
# 3 Meet the Crayfish	1: Meet the Crayfish	X	X	X	X		X	
	2: Crayfish Habitat	X		X	X		X	
	3: Crayfish at Home	X		X	X		X	
	4: Crayfish Territory	X	X	X	X		X	
# 4 Meet the Land Snail	1: Land Snails at Home			X	X		X	
	2: Comparing Crayfish and Snails	X			X		X	
	3: The Snail Pull				X			X
	4: Choosing Your Own Investigation	X			X	X	X	

### Comments about this kit:

- This is a very concise unit, helping build and deepen the child conception of what validates life and its structures. According to [Making Sense of Secondary Science: Research into Children's Ideas](#) by Rosalind Driver, Ann Squires, Peter Rushworth and Valerie Wood-Robinson, children ages 8-9 believe that "all things that move, and only those, are deemed alive." (pg. 17).
- There is only one lesson that is optional. **However**, this lesson would be beneficial to teach importance of when conducting an experiment that deals with animals, students must do so without causing any harm to the animal being investigated. Furthermore, if this lesson is not taught, it would **essential** to guide students in their future plans to consider the well being of the animals being studied.

### Comment [TH1]:

1. Rationale for any "Optional" parts.
2. Relationship to other kits.
3. Special developmental support? (cite Atlas pages)
4. Children's ideas—any sticky ones?