

## NGSS Literature Lesson Plan

### Performance Expectation(s):

[4-LS1-1](#)

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

### Literature Connection

**Literature:** [What If You Had Animal Teeth](#)

**ELA Connection:** *Common Core State Standards Connections:*

*ELA/Literacy -*

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4-LS1-1)

### Student Background Information

**Prior Student Knowledge:** Students will need to know the difference between living and non-living things

**Student Misconceptions:**

**Barriers:**

### Engage

Have students pair up or sit in small table groups and provide with Animal Teeth Worksheet. Share various images of animal mouths/teeth for students. Give them time to look at each slide. Have students discuss with each other about what they notice and wonder about each animal mouth.

What do you notice?  
What do you wonder?  
What questions do you have?

### Materials/Resources

Animal Slides

[Animal Teeth Worksheet](#)

<p>Have students share out their ideas and record responses somewhere for later.</p> <p>Next read the story <a href="#">What If You Had Animal Teeth?</a> to your students. Provide note taking worksheet while they listen and explain they will have a little more time to explore after.</p>	<p><a href="#">What If You Had Animal Teeth</a></p>
<p><b>Explore</b></p>	
<p>Share the read aloud with students in Google Classroom or whatever LMS you use so students can access the story at their own pace. Have students pair up and complete the worksheet together.</p> <p>Have each pair select an animal to do more research on. Give each pair an Animal Structures Chart and some chart paper. They will draw their specific animal with their structures labeled and their functions to help the organism survive, grow and reproduce. They need to have several adaptation structures for their animal. This will help them write their argument/opinion later.</p> <p>Post each pair's poster and do a gallery walk.</p>	<p><b>Materials/Resources</b></p> <p><a href="#">Animal Structures</a> Table  Chart Paper  Markers  Devices/Books to Research</p> <p>Sample Posters</p>
<p><b>Explain</b></p>	
<p>To fulfill the ELA connection students will write an argument about how their animal has or uses at least two structures (external adaptations) to survive, reproduce and grow in its environment. The argument should be at least one paragraph with a minimum of six sentences. Use the graphic organizer to help students develop their paragraph.</p> <p>I want to try to add the suggestion of an <a href="#">argument board</a> but I need to create a template for students to copy from that they can use on chart paper or giant white boards like these kids have-which is awesome.</p> <p><b>End of Lesson/Unit</b>  Come back to the Animal Teeth anchor chart/document you recorded at the beginning of</p>	<p><b>Materials/Resources</b></p> <p><a href="#">Analyze the Prompt Question</a></p> <p><a href="#">Pre-Writing Graphic Organizer</a></p> <p>You may use all components or adapt for your specific classroom needs. When completed, put your argument paragraph on this Jamboard/Slides or have them complete a Google Doc on</p>

the lesson and check back on your questions. Were there any unanswered?

Google Classroom.

[Sample Argument Paragraph](#)