



BRAIN HAT ACTIVITY

4th & 5th grade



HEALTH

4.2 Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(B) describe the basic function of major body systems such as the circulatory and digestive systems.

5.2 Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe the structure, functions, and interdependence of major body systems;

ELA

4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

4.27 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;

5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

5.13 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

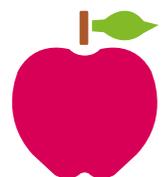
(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and

(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

5.28 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

IT'S ALL IN YOUR MIND
ACTIVITY 1G | ATOP YOUR HEAD

ELEMENTARY



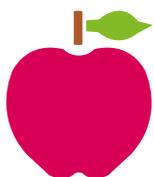
TEACHER
SECTION



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ELEMENTARY



TEACHER
SECTION



BRAIN HAT ACTIVITY

Next Generation
Science Standards



NGSS

4-LS1-2: Use a model to describe that animals' receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. **Clarification Statement:** *Emphasis is on systems of information transfer.*

SCIENCE AND ENGINEERING PRACTICES

Developing and Using Models: Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model to describe phenomena. (4-PS4-2)
- Use a model to test interactions concerning the functioning of a natural system. (4-LS-1-2)

DISCIPLINARY CORE IDEAS

LS1.A: Structure and Function

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

LS1.D: Information Processing

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)

CROSSCUTTING CONCEPTS

Cause and Effect

Cause and effect relationships are routinely identified. (4-PS4-2)

Systems and System Models

A system can be described in terms of its components and their interactions. (4-LS1-1), (LS1-2)