

File Name	GLEs	Author
1 Grade 4 A Tree In Every Need	Ask questions about objects and events in the environment (e.g., plants, rocks, storms etc). (S1-E-A1) anticipate possible outcomes. (S1-E-A1)	Predict and Kristy Brignac
2 Grade 4 Common Spring Wildflowers	# 1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) #7: Predict Use the five senses to describe observations. (SI-E-A3) #12: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios). (SI-E-A6) #52: Describe how some plants and animals have adapted to their habitats. (LS-E-C2) #53: Identify the habitat in which selected organisms would most likely live and explain how specific structures help organisms to survive. (LS-E-C2)	Tiffany Mouton
3 Grade 4 Cypress The LA State Tree	# 1: ASK questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) # 2: Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations. (SI-E-A1) # 10: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate. (SI-E-A5) (SI-E-B4) # 12: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios). (SI-E-A6) # 14: Identify questions that need to be explained through further inquiry. (SI-E-B1)	Erin Henley
4 Grade 4 Evergreens	#4: Predict and anticipate possible outcomes. (SI-E-A2) #48: Classify examples of plants and animals based on a variety of criteria. (LS-E-B2) #52: Describe how some plants and animals have adapted to their habitats. (LS-E-C2)	Whittney McCray
5 Grade 4 Food Webs	#1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) #71: Describe and explain food chains/webs and the directional flow of energy in various ecosystems (e.g., construct a model, drawing, diagram, graphic organizer). (SE-E-A2) #72: Predict and describe consequences of the removal of one component in a balanced ecosystem (e.g., consumer, herbivores, nonliving component). (SE-E-A2)	Rachel Unglesby
6 Grade 4 Habitats For Trees	Ask questions about objects and events in the environment (e.g., plants, rocks, storms etc). (S1-E-A1) Describe how some plants and animals have adapted to their habitats. (LS-E-C2) Identify the habitat in which selected organisms would most likely live and explain how specific structures help organisms to survive. (LS-E-C3)	Kristy Brignac
7 Grade 4 Land Change Maps	Predict and anticipate possible outcomes. (SI-E-A2) Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios). (SI-E-A6) Demonstrate and explain how Earth's surface is changed as a result of slow and rapid processes (e.g., sand dunes, canyons, volcanoes, earthquakes). (ESS-E-A5) (ESS-E-A1)	Monique Cabral
8 Grade 4 Magnolias	#1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) #4: Predict and anticipate possible outcomes. (SI-E-A2) # 48: Classify examples of plants and animals based on a variety of criteria. (LS-E-B2) # 52: Describe how some plants and animals have adapted to their habitats. (LS-E-C2) # 53: Identify the habitat in which selected organisms would most likely live and explain how specific structures help organisms to survive. (LS-E-C2)	Whittney McCray
10 Grade 4 Tree Cookies	Pose questions that can be answered by using students own observations, scientific knowledge, and testable scientific investigations. (SI-E-A1) Use observations to design and conduct simple investigations or experiments to answer testable questions. (SI-E-A2) Predict and anticipate possible outcomes. (SI –E-A2) Classify examples of plants and animals based on a variety of criteria. (LS –E-B2) Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data. (SI –E-A4)	Sally Brown

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11 Grade 4 Understanding Our Wetlands	#1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) #2: Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations. (SI-E-A1) #3: Use observations to design and conduct simple investigations or experiments to answer testable questions. (SI-E-A2) #4: Predict and anticipate possible outcomes. (SI-E-A2) #7: Predict Use the five senses to describe observations. (SI-E-A3) #60: Identify various types of weather-related natural hazards and effects (e.g., lightning, storms). (ESS-E-A4)	Tiffany Mouton
12 Grade 4 Wanted Invasive Species	#1: ASK questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) #2. Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations. (SI-E-A1) #54: Describe the effect of sudden increases or decreases of one group of organisms upon other organisms in the environment. (LS-E-C3) #72: Predict and describe consequences of the removal of one component in a balanced ecosystem (e.g., consumer, herbivores, nonliving component). (SE-E-A2)	Rachel Unglesby
13 Grade 4 Weather and Barrier Islands	Identify various types of weather- related natural hazards and effects (eg: lightning, storms). (ESS-E-A4) Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1)	Monique Cabral
14 Grade 5 Alligators And Their Adaptations	#19: Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, and equations). (SI-M-A7) #29: Describe adaptations of plants and animals that enable them to thrive in local and other natural environments. (LS-M-D1)	Lynn Richardson
15 Grade 5 Brown Pelicans Endangered	#49 Identify and give examples of pollutants found in water, air, and soil. #50 Describe the consequences of several types of human activities on local ecosystems.	Lauren Barturen
16 Grade 5 Brown Pelicans Intro	Use a variety of sources to answer questions. (SI-M-A1)	Lauren Barturen
17 Grade 5 Ecosystems	#26: Students will identify and describe ecosystems of local importance. #27: Compare common traits of organisms within major ecosystems.	Kimberly Clopton
18 Grade 5 Ecosystems and Swamps	#23: Construct food chains that could be found in ponds, marshes, oceans, forests, or meadows. (LS-M-C2) #24: Describe the roles of producers, consumers, and decomposers in a food chain. (LS-M-C2) #25: Compare food chains and food webs. (LS-M-C2) #26: Identify and describe ecosystems of local importance. (LS-M-C3)	Heidi Williams
19 Grade 5 Erosion	#33: Identify the processes that prevent or cause erosion. (ESS-M-A7) #1: Measure a variety of objects in metric system units. (PS-M-A1)	Lauren Switzer
20 Grade 5 Food Chain Predator Prey	#19: Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations). (SI-M-A7) #28: Explain and give examples of predator/prey relationships. (LS-M-C4)	Lynn Richardson
21 Grade 5 Food Chain Predator Prey	PowerPoint Presentation for lesson	Lynn Richardson
22 Grade 5 How To Save Our Swamps	#50: Describe the consequences of several types of human activities on local ecosystems.	Heidi Williams
23 Grade 5 Invasive Plants and Animals	#50: Describe the consequences of several types of human activities on local ecosystems.	Kimberly Clopton
24 Grade 5 Marsh Grass	#11: Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols). (SI-M-A4) #13: Identify patterns in data to explain natural events. (SI-M-A4) #26: Identify and describe ecosystems of local importance. (LS-M-C3)	Sarah Masters

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25 Grade 5 Marsh Metaphors	#26: Identify and describe ecosystems of local importance (LS-M-C3)	Sarah Masters
26 Grade 5 Pelican Food	#19: Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations). #23: Construct food chains that could be found in ponds, marshes, oceans, forests, or meadows.	Julia Vincent
27 Grade 5 Save The Marshes	#4: Design, predict outcomes, and conduct experiments to answer guiding questions. (SI-M-A2) #33: Identify the processes that prevent or cause erosion. (ESS-M-A7)	Lauren Switzer
28 Grade 5 Temperature and Alligators	# 4: Design, predict outcomes, and conduct experiments to answer guiding questions. # 22: Use evidence and observations to explain and communicate the results of investigations. (SI-M-A7)	Amanda Monroe
29 Grade 5 Wetlands Ecosystems	# 7: Record observations using methods that complement investigations (e.g., journals, tables, charts). #19: Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations). #26: Identify and describe ecosystems of local importance.	Julia Vincent