

**Sacramento Audubon Society**  
**Birds of Sacramento Powerpoint Presentation for Grade 4**  
**(Approx. 45 minutes long, including interaction with students)**

Utilizes pictures and calls (songs) of birds to help identify common birds  
Describes size, shape and colors of plumage.  
Describes bill shapes and relationship to diet.  
Describes habitat and relationship to plants and insects.  
Describes specific behaviors with relationship to nesting and breeding.  
Based on the following

**Next Generation Science Standards for California Public Schools**

**Grade Four**  
**Standards Arranged by Disciplinary Core Ideas**

**4-LS1 From Molecules to Organisms: Structures and Processes**

Students who demonstrate understanding can:

4-LS1-1. **Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin. \*\*Each structure has specific functions within its associated system.]

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.]

**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**

Systems and System Models

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