

## TODAY'S STANDARD

*Particles of Matter*

Develop a model to describe that matter is made of particles too small to be seen.

## TODAY'S LEARNING GOAL

*Particles of Matter*

# I *can*...

build a model that  
shows matter is made  
of tiny particles.

## TODAY'S LEARNING GOAL

*Particles of Matter*

# I *can*...

use my model to explain  
why we can smell or feel  
things we can't see.

## TODAY'S LEARNING GOAL

*Particles of Matter*

# I *can*...

describe the difference  
between particles in  
solids, liquids, and gases.

## TODAY'S LEARNING GOALS

*Particles of Matter*

# I *can*...

- build a model that shows matter is made of tiny particles.
- use my model to explain why we can smell or feel things we can't see.
- describe the difference between particles in solids, liquids, and gases.

## TODAY'S STANDARD

*Conservation of Mass*

Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

## TODAY'S LEARNING GOAL

*Conservation of Mass*

# I *can*...

measure the weight  
of matter before and  
after a change.

## TODAY'S LEARNING GOAL

*Conservation of Mass*

# I *can*...

graph my data to  
show the weight stays  
the same.



## TODAY'S LEARNING GOAL

*Conservation of Mass*

**I *can*...**  
use my evidence to  
argue that matter is not  
created or destroyed.

## TODAY'S LEARNING GOALS

*Conservation of Mass*

# I *can*...

- measure the weight of matter before and after a change.
- graph my data to show the weight stays the same.
- use my evidence to argue that matter is not created or destroyed.

TODAY'S STANDARD

*Properties of Matter*

Make observations and measurements to identify materials based on their properties.

## TODAY'S LEARNING GOAL

*Properties of Matter*

# I *can*...

observe and measure  
the properties of a  
mystery material.

## TODAY'S LEARNING GOAL

*Properties of Matter*

# I *can*...

use properties like color, texture, hardness, and density to identify it.

## TODAY'S LEARNING GOAL

*Properties of Matter*

**I** *can...*  
explain why  
properties help us tell  
materials apart.

## TODAY'S LEARNING GOALS

*Properties of Matter*

# I *can*...

- observe and measure the properties of a mystery material.
- use properties like color, texture, hardness, and density to identify it.
- explain why properties help us tell materials apart.

## TODAY'S STANDARD

*Formation of New Substances*

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.



## TODAY'S LEARNING GOAL

*Formation of New Substances*

**I** *can...*  
plan an investigation to  
test what happens  
when I mix substances.

## TODAY'S LEARNING GOAL

*Formation of New Substances*

# I *can*...

look for clues that show a new substance has formed (color, gas, temperature).

## TODAY'S LEARNING GOAL

*Formation of New Substances*

# I *can*...

use my evidence to  
decide if it was a real  
change or just a mixture.

## TODAY'S LEARNING GOALS

*Formation of New Substances*

# I *can*...

- plan an investigation to test what happens when I mix substances.
- look for clues that show a new substance has formed (color, gas, temperature).
- use my evidence to decide if it was a real change or just a mixture.

## TODAY'S STANDARD

*Gravitational Force*

Support an argument that the gravitational force exerted by Earth on objects is directed down.

## TODAY'S LEARNING GOAL

*Gravitational Force*

# I *can*...

use evidence to argue that gravity always pulls objects toward the center of Earth.

## TODAY'S LEARNING GOAL

*Gravitational Force*

# I *can*...

explain why "down" means  
toward Earth no matter  
where you are on it.

## TODAY'S LEARNING GOAL

*Gravitational Force*

# I *can*...

give examples that show gravity pulls everything the same direction.



## TODAY'S LEARNING GOALS

*Gravitational Force*

# I *can*...

- use evidence to argue that gravity always pulls objects toward the center of Earth.
- explain why "down" means toward Earth no matter where you are on it.
- give examples that show gravity pulls everything the same direction.

## TODAY'S STANDARD

*The Sun's Energy*

Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.

TODAY'S LEARNING GOAL

*The Sun's Energy*

**I** *can...*  
trace the energy in  
my food all the way  
back to the Sun.

## TODAY'S LEARNING GOAL

*The Sun's Energy*

# I *can*...

build a model showing  
how the Sun's energy gets  
into plants, then animals,  
then us.

## TODAY'S LEARNING GOAL

*The Sun's Energy*

**I** *can...*  
explain what our  
bodies use that food  
energy for.

## TODAY'S LEARNING GOALS

*The Sun's Energy*

# I *can*...

- trace the energy in my food all the way back to the Sun.
- build a model showing how the Sun's energy gets into plants, then animals, then us.
- explain what our bodies use that food energy for.

TODAY'S STANDARD

*Plant Growth*

Support an argument that plants get the materials they need for growth chiefly from air and water.

## TODAY'S LEARNING GOAL

*Plant Growth*

**I** *can...*  
use evidence to argue  
that plants don't get  
their mass from the soil.



TODAY'S LEARNING GOAL

Plant Growth

**I** *can...*  
explain how plants  
use air and water to  
grow bigger.

TODAY'S LEARNING GOAL

Plant Growth

**I** *can...*

describe what soil  
actually provides to a  
plant.

## TODAY'S LEARNING GOALS

## Plant Growth

# I *can*...

- use evidence to argue that plants don't get their mass from the soil.
- explain how plants use air and water to grow bigger.
- describe what soil actually provides to a plant.

TODAY'S STANDARD

*Cycling of Matter*

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

## TODAY'S LEARNING GOAL

*Cycling of Matter*

# I *can*...

build a model showing  
how matter cycles  
through living things.

## TODAY'S LEARNING GOAL

*Cycling of Matter*

# I *can*...

describe the role of plants,  
animals, and decomposers  
in the cycle.

TODAY'S LEARNING GOAL

*Cycling of Matter*

**I** *can...*

use my model to trace  
one atom through the  
ecosystem.

## TODAY'S LEARNING GOALS

*Cycling of Matter*

# I *can*...

- build a model showing how matter cycles through living things.
- describe the role of plants, animals, and decomposers in the cycle.
- use my model to trace one atom through the ecosystem.



## TODAY'S STANDARD

*Brightness of the Sun and Stars*

Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.

## TODAY'S LEARNING GOAL

*Brightness of the Sun and Stars*

**I** *can...*  
compare how bright the  
Sun looks to how bright  
distant stars look.

## TODAY'S LEARNING GOAL

*Brightness of the Sun and Stars*

# I *can*...

use evidence to argue that  
closer stars look brighter  
than far-away stars.

TODAY'S LEARNING GOAL

*Brightness of the Sun and Stars*

**I** *can...*

explain why the Sun  
looks so much brighter  
than other stars.

## TODAY'S LEARNING GOALS

*Brightness of the Sun and Stars*

# I *can*...

- compare how bright the Sun looks to how bright distant stars look.
- use evidence to argue that closer stars look brighter than far-away stars.
- explain why the Sun looks so much brighter than other stars.

## TODAY'S STANDARD

*Observable Patterns of the Sky*

Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

TODAY'S LEARNING GOAL

*Observable Patterns of the Sky*

**I** *can...*

track shadows,  
daylight, and night sky  
patterns over time.

TODAY'S LEARNING GOAL

*Observable Patterns of the Sky*

**I** *can...*

graph the data and  
look for patterns I can  
spot.



TODAY'S LEARNING GOAL

*Observable Patterns of the Sky*

**I** *can...*  
use the patterns to  
predict what the sky  
will do next.

## TODAY'S LEARNING GOALS

*Observable Patterns of the Sky*

# I *can*...

- track shadows, daylight, and night sky patterns over time.
- graph the data and look for patterns I can spot.
- use the patterns to predict what the sky will do next.

## TODAY'S STANDARD

*Earth's Spheres*

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

TODAY'S LEARNING GOAL

Earth's Spheres

**I** *can...*

build a model  
showing how Earth's  
four spheres interact.

## TODAY'S LEARNING GOAL

## Earth's Spheres

# I *can*...

give an example of two spheres working together (like rain hitting rocks).

TODAY'S LEARNING GOAL

*Earth's Spheres*

**I** *can...*

use my model to predict  
what changes when one  
sphere shifts.

## TODAY'S LEARNING GOALS

## Earth's Spheres

# I *can*...

- build a model showing how Earth's four spheres interact.
- give an example of two spheres working together (like rain hitting rocks).
- use my model to predict what changes when one sphere shifts.

## TODAY'S STANDARD

*Distribution of Water on Earth*

Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.



## TODAY'S LEARNING GOAL

*Distribution of Water on Earth*

**I** *can...*

graph how much of  
Earth's water is salt water  
versus fresh water.

## TODAY'S LEARNING GOAL

*Distribution of Water on Earth*

# I *can*...

describe where the fresh water actually is (ice, lakes, groundwater).

TODAY'S LEARNING GOAL

Distribution of Water on Earth

**I** *can...*  
use my data to argue  
why fresh water is so  
limited.

## TODAY'S LEARNING GOALS

*Distribution of Water on Earth*

# I *can*...

- graph how much of Earth's water is salt water versus fresh water.
- describe where the fresh water actually is (ice, lakes, groundwater).
- use my data to argue why fresh water is so limited.

TODAY'S STANDARD

*Protect Earth's Resources*

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

TODAY'S LEARNING GOAL

Protect Earth's Resources

**I** *can...*  
research how  
communities protect  
water, soil, or air.

TODAY'S LEARNING GOAL

Protect Earth's Resources

**I** *can...*

combine information from  
more than one source to  
explain a solution.

TODAY'S LEARNING GOAL

Protect Earth's Resources

**I** *can...*

describe how science  
helps people make better  
choices for the  
environment.



## TODAY'S LEARNING GOALS

## Protect Earth's Resources

# I *can*...

- research how communities protect water, soil, or air.
- combine information from more than one source to explain a solution.
- describe how science helps people make better choices for the environment.

## TODAY'S STANDARD

*Defining Design Problems*

"Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost."

TODAY'S LEARNING GOAL

*Defining Design Problems*

**I** *can...*

spot a problem that a  
new design could  
solve.

TODAY'S LEARNING GOAL

*Defining Design Problems*

**I** *can...*

list what my design has to do (criteria) and what it can't use (constraints).

TODAY'S LEARNING GOAL

*Defining Design Problems*

**I** *can...*  
explain why both  
criteria and  
constraints matter.

## TODAY'S LEARNING GOALS

*Defining Design Problems*

# I *can*...

- spot a problem that a new design could solve.
- list what my design has to do (criteria) and what it can't use (constraints).
- explain why both criteria and constraints matter.

TODAY'S STANDARD

*Comparing Solutions*

"Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem."

TODAY'S LEARNING GOAL

*Comparing Solutions*

**I** *can...*  
come up with more  
than one way to solve  
my design problem.



TODAY'S LEARNING GOAL

*Comparing Solutions*

**I** *can...*  
compare my ideas to  
see which one fits the  
criteria best.

TODAY'S LEARNING GOAL

*Comparing Solutions*

**I** *can...*

explain why I picked  
the solution I did.

## TODAY'S LEARNING GOALS

*Comparing Solutions*

# I *can*...

- come up with more than one way to solve my design problem.
- compare my ideas to see which one fits the criteria best.
- explain why I picked the solution I did.

## TODAY'S STANDARD

*Improving Designs*

"Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved."

TODAY'S LEARNING GOAL

*Improving Designs*

**I** *can...*

plan a fair test of my  
design — change only  
one thing at a time.

TODAY'S LEARNING GOAL

*Improving Designs*

**I** *can...*  
spot where my design  
broke or failed.

TODAY'S LEARNING GOAL

*Improving Designs*

**I** *can...*  
use what I learned to  
make my design  
better.

## TODAY'S LEARNING GOALS

*Improving Designs*

# I *can*...

- plan a fair test of my design — change only one thing at a time.
- spot where my design broke or failed.
- use what I learned to make my design better.