


4th Grade - Elementary Science Bundle # 9

Title	 Suggested Dates
Matter	2/22/10 – 3/12/10 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
<p>Each type of matter has unique physical properties that determine its form and use.</p> <p>Properties of matter are measurable and those properties that remain constant can be used to identify and classify the type of matter.</p> <p>Other physical properties can be changed by adding or removing energy.</p> <p>Combining different types of matter may or may not change their original physical properties</p>	<p>How are physical properties used to classify matter?</p> <p>How do the physical properties of substances affect the way they are used?</p> <p>What types of measurement are used to compare the physical properties of matter?</p> <p>How does adding or removing heat affect all types of matter?</p> <p>What changes occur when different types of materials (matter) are combined?</p> <p>What is the difference between a mixture and a solution?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)
<p>NEW TEKS 4.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.</p> <p>4.5a measure, compare, and contrast physical properties of matter, including size, mass, volume states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float</p> <p>CURRENT TEKS 4.7 Science concepts. The student knows that matter has physical properties. 4.7b conduct tests, compare data, and draw</p>	<p>Connect changing physical properties to:</p> <ul style="list-style-type: none"> • States of matter (terms introduced officially in 3rd) • Model a variety of substances: NOT JUST ICE AND WATER <ul style="list-style-type: none"> ○ Liquid (organization and movement of molecules) <ul style="list-style-type: none"> ▪ Remove heat <ul style="list-style-type: none"> • Freezing (liquid –solid) ▪ Add heat <ul style="list-style-type: none"> ▪ Boiling (liquid – gas/vapor) ▪ Evaporating (liquid – gas vapor) ○ Solid (organization and movement of molecules) <ul style="list-style-type: none"> ▪ Add heat <ul style="list-style-type: none"> • Melting (solid –liquid) ○ Gas (organization and movement of molecules) <ul style="list-style-type: none"> ▪ Remove heat 	<p>Resources listed here apply to the entire bundle.</p> <p>Science Notebooks</p> <p>IF I TRY (Intranet)</p> <p>KLEW/ Claims & Evidence</p> <p>PISD Elem Science Homepage</p> <p>PISD K-5 Equipment Alignment</p> <p style="text-align: center;">REQUIRED SIGNATURE LESSON</p> <p>Bridging II TAKS-Matter “That Sinking Feeling” – Master copy of</p>

4th Grade - Elementary Science Bundle # 9

<p>conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy</p>	<ul style="list-style-type: none"> • Condensing (gas vapor –liquid) <p>▪ Dissolving and solubility - Separation through evaporation</p>	<p>lesson can be found in every campus library; every campus has kit</p>
<p>NEW TEKS 4.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.</p> <p>4.5b predict the changes caused by heating and cooling such as ice becoming liquid water and condensation on he outside of a glass of ice water</p> <p>CURRENT TEKS 4.7 Science concepts. The student knows that matter has physical properties. 4.7a observe and record changes in the states of matter caused by the addition or reduction of heat</p>	<p>CONNECT back with the Sun, Oceans, and Water Cycle</p> <ul style="list-style-type: none"> • Conduction (primarily heat) • Density (not formula based but big idea of what it is/means – introduced here – not mastered (5th grade continues) • Buoyancy • Shape, luster, mass, weight, volume, hardness (relative), color, odor, texture, magnetism, and temperature <ul style="list-style-type: none"> ○ (shape, luster, hardness, color and texture were taught with rocks/soil) <p>Use appropriate tools (4.4a) include METRIC only.</p>	<p><u>United Streaming:</u> “A Closer Look at the States of Matter” “States of Matter” Two segments from Common Properties of Matter: Atoms, Elements, and States</p> <p><u>BrainPop</u> Buoyancy Measuring matter States of matter Matter changing states</p> <p><u>TAKScopes</u> Changes from Heat (4.7A)</p>
<p>NEW TEKS 4.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.</p> <p>4.5c compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water</p>	<p>Observe physical properties of the substances in the mixture before and after they are combined and discuss changes that occur when mixed</p>	
<p>NEW TEKS 4.1 Scientific investigation and reasoning The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices.</p> <p>4.1a demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigation</p> <p>4.1b make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum,</p>	<p>No tasting or touching unless instructed Safe smelling – wafting Goggles Wait for teacher directions No glassware Students do not handle hot water, hot plates or burners. Wash hands after science activities</p> <p>Review investigation safety procedures for both indoor and outdoor activities, as applicable:</p> <ul style="list-style-type: none"> • Directly point out possible safety risks • Discuss precautions • Share specific guidelines for the lesson <ul style="list-style-type: none"> ○ Use of equipment and materials ○ Respect for environment 	<p>PISD Safety Website -Safety Contracts, games, etc -Science Safety is Elementary (for teachers) -Safety in the Elementary Classroom (for teachers)</p> <p>DuPont Science Safety Zone website</p> <p>Texas Science Safety Standards</p>

4th Grade - Elementary Science Bundle # 9

<p>glass, cans, and plastic</p> <p>CURRENT TEKS 4.1 Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. 4.1a demonstrate safe practices during field and laboratory investigations 4.1b make wise choices in the use and conservation of resources and the disposal or recycling of materials</p>	<p>Encourage students to identify these on their own throughout the year [document in science notebooks via words and/or pictures]</p> <p>Make note of and teach use of district-wide recycling resource.</p>	
<p>NEW TEKS 4.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. 4.2a plan and implement descriptive investigations including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions 4.2b collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps 4.2c construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data 4.2d analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured 4.2e perform repeated investigations to increase the reliability of results 4.2f communicate valid, oral, and written results supported by data</p> <p>CURRENT TEKS 4.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory</p>	<p>New 4.2a: The emphasis in all types of investigations is the <u>systematic approach</u> used: students form questions or define a problem and develop a plan to answer their question or solve the problem using appropriate tools to implement the plan.</p> <p>Develop questions using resources such as Science Notebooks, KLEW charts and students sharing with one another</p> <p>Question Example: Will a boat made of aluminum foil, wood, or clay hold the most pennies? OR What physical properties make wood a choice for building a boat?</p> <p>Class discussion is a critical element to allow students to elaborate and build understanding</p> <p>New 4.2b: Use Science Notebook to build the skill of constructing ways to record data. Record their ideas, the process and discussion points</p> <p>Initial support for recording collected information should be more guided in the beginning of the year and move toward students making independent decisions on which type of graphic organizer to use as the year progresses.</p> <p>New 4.2c: Math connections: Math TEK 4.11a: Estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units, SI (metric) and customary</p>	

4th Grade - Elementary Science Bundle # 9

<p>investigations. 4.2a plan and implement descriptive investigations including asking well defined 4.2b collect information by observing and measuring 4.2e construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information 4.2c analyze and interpret information to construct reasonable explanations from direct and indirect evidence 4.4 Scientific Processes. The student knows how to use a variety of tools and methods to conduct science inquiry. 4.4b demonstrate that repeated investigations may increase the reliability of results 4.2d communicate valid conclusions</p>	<p>.Math TEK 4.12a Use a thermometer to measure temperature and changes in temperature (Celsius)</p> <p>New 4.2d and e: Claims and Evidence:</p> <ul style="list-style-type: none"> • Student generated explanations: always justify reasoning with evidence <ul style="list-style-type: none"> ○ The KLEW format is a graphic organizer: students record learning and show the connection to evidence (the L and E section) • This can be whole group, small group, partners or individuals <ul style="list-style-type: none"> ○ Discussion is important – students compare results and make specific connections between the investigation – the concepts – and the supporting vocabulary • Construct explanations verbally and in Science Notebook (write and draw) <ul style="list-style-type: none"> ○ Labeling technical drawings, diagrams and pictures is a huge support for vocabulary development – creates a model to connect to the text <p>Related Math TEKS: TEKS 4.15a: Explain and record observations using objects, words, pictures, numbers, and technology.</p> <p>New 4.2e: Repeated trials will not need to be done on every hands-on/ minds-on investigation during the year.</p> <p>There should be an opportunity to discuss or have a mini-lesson on the reason for repeating investigations during each bundle.</p> <p>It is good to remember that many demonstrations and investigations in science do not work in the classroom on a particular day – however, that is a great time to discuss repeating a test to get a more valid result – even if there is no time to actually try the demonstration or investigation again that day.</p>	
<p>NEW TEKS 4.3 Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. 4.3a in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical</p>	<p>Continue to support building understanding of using a <u>systematic approach</u> to solve a problem or answer a question</p> <p>The key here is to support students as they observe the world and the results of their investigations and build their critical thinking by looking at those results as evidence that supports a concept.</p> <p>Use the KLEW graphic organizer to support this process. Use reflective</p>	

4th Grade - Elementary Science Bundle # 9

<p>evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations so as to encourage critical thinking by the student</p> <p>4.3b draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as toys, food, and sunscreen</p> <p>4.3c represent the natural world using models such as rivers, stream tables, or fossils, and identify their limitations, including accuracy and size</p> <p>4.3d connected grade level appropriate concepts with the history of science, science careers, and contributions of science</p> <p>CURRENT TEKS 4.3 Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. 4.3a analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information 4.3b draw inferences based on information related to promotional materials for products and services 4.3c represent the natural world using models and identify their limitations 4.3e connect Grade 4 science concepts with the history of science and contributions of scientists</p>	<p>discussions to review learning and the evidence for it. Look for connections in results to develop and answer questions about the scientific concepts studied.</p> <p>Example of Critical Questioning:</p> <p>What differences in physical properties cause manufacturers to use plastics instead of metal for things like car bumpers, lamps and pens? OR Thinking of investigations on physical properties, what type of material is the best choice to use for new benches on the playground?</p> <p>Student should use and reference their Science Notebooks and one another</p> <p>New 4.3c: For every model used during the year, ask the following questions:</p> <ul style="list-style-type: none"> • What is the model for? • What do the parts of the model represent? • How is the model the same as its target – the real thing? • How is the model different from its target – the real thing? • How well does the model represent its target? What can it not show? (limitations) <p>Use different models of each concept target where each different model is designed to highlight a different important part of the overall concept. The questions allow you to focus on each part of each model so that when all those parts combine, a better mental model is created for students.</p>	
<p>CURRENT TEKS 4.3 Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. 4.3d evaluate the impact of research on scientific thought, society, and the environment</p>		
<p>NEW TEKS 4.4 Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry.</p>	<p>Metric units of measurement only</p> <p>Can include microscopes for further study.</p> <p>TEACHER NOTE: Teaching the proper use of tools should be</p>	

4th Grade - Elementary Science Bundle # 9

4.4a collect, record, and analyze information using tools including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices including clocks and stopwatches and materials to support the observation of habitats such as terrariums and aquariums

4.4b use safety equipment as appropriate, including goggles and gloves

CURRENT TEKS

4.4 Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry.

4.4a collect and analyze information using tools including calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, and compasses

4.4(B) is with New 4.2(E)

scaffolded:

- Tools are modeled
- Students are exposed through group interaction and then,
- Individuals develop skills through multiple opportunities for practice during the year.

Tools and equipment, including senses, should be used in authentic learning settings including during an outside field investigation

TEACHER NOTE:

In linear measurement, one area of difficulty for students is the point of origin.