

Week 1 9/9	Week 2 9/16	Week 3 9/23	Week 4 9/30	Week 5 10/7	Week 6 10/14	Week 7 10/21	Week 8 10/28	Week 9 11/4*	Week 10 11/11	Week 11 11/18	Week 12 11/25*
UNIT 1 – EARTH SCIENCE: Air and Weather (Sept 9th – Dec 20th)											
Introduction to measurement and conducting scientific investigations.	Investigation 1: Exploring Air (3 weeks) Students explore properties of a common gas mixture—air. They experience air as matter, discovering that it takes up space and can be compressed, and that compressed air builds up pressure that can push objects around. They construct and compare parachutes and balloon rockets that use air.				Investigation 2: Observing The Sky (4 weeks) Students use instruments to observe and record weather on a class calendar and in science notebooks. They learn to identify three basic cloud types by matching their observations with a cloud chart. They also monitor times of sunrise and sunset and record the number of daylight hours each day.			Investigation 3: Wind Explorations (3 weeks) Students look for evidence of moving air. They observe and describe wind speed using pinwheels, an anemometer, and a wind scale. They observe bubbles and construct wind vanes to find the wind’s direction.			
Week 13 12/2	Week 14 12/9	Week 15 12/16	Week 16 12/23*	Week 17 12/30*	Week 18 1/6	Week 19 1/13	Week 20 1/20	Week 21 1/27	Week 22 2/3	Week 23 2/10	Week 24 2/17*
UNIT 1 – EARTH SCIENCE Investigation 4: Looking For Change (3 weeks) Students organize monthly weather data, using graphs to describe weather trends. They monitor weather throughout the year, comparing the seasons and looking for weather patterns. Students look for monthly patterns of the Moon and annual patterns of daylight hours.				December Break		UNIT 2 – PHYSICAL SCIENCE: Sound and Light (Jan 6th – Mar 27th)					February Break
Investigation 1: Sound and Vibrations (3 weeks) Students observe the phenomenon of sound using a table fiddle, tuning forks, a tone generator, cups, sticks, and rubber bands. Students also find out about sounds that different animals make.						Investigation 2: Changing Sound (3 Weeks) Students use simple instruments (xylophone, one-string guitar) to investigate how to change the volume of sound (loud and soft) and the pitch of sound (high and low). They also learn about sound receivers used by different animals.					
Week 25 2/24	Week 26 3/2	Week 27 3/9	Week 28 3/16	Week 29 3/23	Week 30 3/30	Week 31 4/6	Week 32 4/13*	Week 33 4/20	Week 34 4/27	Week 35 5/4	Week 36 5/11
UNIT 2 – PHYSICAL SCIENCE Investigation 3: Light and Shadows Students use flashlights, sunlight, and solid materials that block light to explore the phenomena of light and shadows. They create and change shadows and investigate how light interacts with different objects.					Investigation 4: Light and Mirrors (2.5 weeks) Students explore the phenomenon of light travel by positioning mirrors to reflect images so they can see their own eyes and view objects behind them.		UNIT 3 – LIFE SCIENCE: Plants and Animals (March 30th – Jun 19th)		Investigation 2: Stems (3 weeks) Students observe and describe the phenomenon of making new plants from stems of houseplants. They put sections of stems into water and look for evidence that a new plant is forming. Stem pieces that develop roots are planted to make new plants.		
Week 37 5/18	Week 38 5/25	Week 38 6/1	Week 40 6/8	Week 41 6/15	Week 42 6/22	* All days off are taken into planning					
Unit 3- LIFE SCIENCE Investigation 3: Terrariums (3 weeks) Students set up terrariums using seeds and plants from Investigations 1 and 2. They add local animals such as snails and isopods and provide for the needs of the plants and animals. They also investigate how real life human problems are solved					Investigation 4: Growth and Change (2 weeks) Students plant bulbs in moist cotton and observe and describe the phenomenon of young plant development. They plant parts of roots to see if they will develop into plants.						

