

How to Read the Activity Information Chart

A detailed **Activity Information Chart** for *VersaTiles® Science* is provided on pages 12–26. It is intended to help you assign appropriate activities to your students and to help you integrate VersaTiles into your current curriculum.

These two columns give the book title, grade level, and page number for each activity.

Titles are listed in the order in which they appear in the book.

Extend learning with these prompts for journal writing or class discussion. They are a good complement to the general science reading strategies offered on page 28.

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
ES-3	1	Earth Science: Learn About Your World	Identify topics of study in earth science.	K-4 Std. D – Earth and Space Science: Properties of earth materials; objects in the sky; changes in the earth and sky	1. Research the names of the seven continents, list them, and circle the name of the one you live on. 2. Write how meteorologists help you in everyday life.
ES-3	2-3	Real Science: Reading Maps	Interpret symbolic information to read a map.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Draw a map of your town or neighborhood. 2. Make a list of the types of people who might need to use maps on a daily basis.
ES-3	4-5	Sue Hendrickson: Modern Adventurer*	Recognize Sue Hendrickson's contribution to science.	K-4 Std. G – History and Nature of Science: Science as a human endeavor	1. Write a story of "Sue" the T-rex, from when it lived on Earth to when it was displayed in the museum. 2. Write about how you think Sue Hendrickson felt when she discovered the T-rex.
ES-3	6-7	Earth Systems: Four Spheres	Define Earth's four systems and compare their components.	K-4 Std. F – Science in Personal and Social Perspectives: Types of resources	1. What is the nearest mountain range to you? How do you think it formed? 2. Which geosphere do you find most interesting? Why?
ES-3	8-9	Volcanoes: Forces That Shape Earth	Define a volcano and identify how it erupts and takes form.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	1. Which type of volcano would be most dangerous to live by? Why? 2. Research a famous volcanic eruption and write down some facts about it.
ES-3	10-11	Earth Materials: Rocks and How They Form*	Identify the three main types of rock and how they form.	K-4 Std. D – Earth and Space Science: Properties of earth materials	1. What rocks do you think are common in your area? 2. Pick up a rock. Write a story of how it formed.

This column states the objective for each student activity.

Use this column to identify the National Science Education Standards to which each activity is correlated.

Activity Information Chart, Level 3

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
ES-3	1	Earth Science: Learn About Your World	Identify topics of study in earth science.	K-4 Std. D – Earth and Space Science: Properties of earth materials; objects in the sky; changes in the earth and sky	1. Research the names of the seven continents, list them, and circle the name of the one you live on. 2. Write how meteorologists help you in everyday life.
ES-3	2-3	Real Science: Reading Maps	Interpret symbolic information to read a map.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Draw a map of your town or neighborhood. 2. Make a list of the types of people who might need to use maps on a daily basis.
ES-3	4-5	Sue Hendrickson: Modern Adventure*	Recognize Sue Hendrickson's contribution to science.	K-4 Std. G – History and Nature of Science: Science as a human endeavor	1. Write a story of "Sue" the T-rex, from when it lived on Earth to when it was displayed in the museum. 2. Write about how you think Sue Hendrickson felt when she discovered the T-rex.
ES-3	6-7	Earth Systems: Four Spheres	Define Earth's four systems and compare their components.	K-4 Std. F – Science in Personal and Social Perspectives: Types of resources	1. What is the nearest mountain range to you? How do you think it formed? 2. Which geosphere do you find most interesting? Why?
ES-3	8-9	Volcanoes: Forces That Shape Earth	Define a volcano and identify how it erupts and takes form.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	1. Which type of volcano would be most dangerous to live by? Why? 2. Research a famous volcanic eruption and write down some facts about it.
ES-3	10-11	Earth Materials: Rocks Rule*	Identify the three main types of rock and how they form.	K-4 Std. D – Earth and Space Science: Properties of earth materials	1. What rocks do you think are common in your area? 2. Pick up a rock. Write a story of how it formed.
ES-3	12-13	Soil: What's the Scoop?	Identify characteristics of soil, as well as how soil forms.	K-4 Std. D – Earth and Space Science: Properties of earth materials	1. How would a groundhog digging help the soil? 2. How would the soil in a forest be different from soil in a desert?
ES-3	14-15	Fossils: Flying Dinosaurs*	Explain how fossils provide information about prehistoric animals.	K-4 Std. C – Life Science: The characteristics of organisms	1. Research another popular flying dinosaur. Compare it to Archaeopteryx. 2. Write about an ordinary day in the life of an Archaeopteryx.
ES-3	16-17	The Water Cycle: Water All Around	Identify stages of the water cycle.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	1. Which stage of the water cycle is the easiest to see? Why? 2. Imagine you are a drop of water. Write about your journey through the four stages.
ES-3	18-19	Observing Weather: Clues in the Clouds	Describe cloud characteristics and associated weather events.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	1. What clouds are in the sky today? What weather can you expect from these clouds? 2. What would the world be like if clouds didn't exist?
ES-3	20-21	Tools of Science: Anemometer*	Explain the use of an anemometer and the Beaufort Scale.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Describe what it looks like outside when there is a strong wind blowing. 2. What other instruments do meteorologists use?

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 3

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
ES-3	22-23	The Solar System: Earth's Neighborhood*	Identify celestial objects and their organization in the solar system.	K-4 Std. D – Earth and Space Science: Objects in the sky	1. Research some facts about the planet you find most interesting and write about it. 2. Compare one of the inner planets with one of the outer planets.
ES-3	24-25	Earth's Axis: The Reason for Seasons	Explain the cause of seasons.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	1. Describe what the weather is like today. Now describe what you think it is like on the opposite side of Earth. 2. Write what you think it would be like if Earth didn't tilt on its axis.
ES-3	26-27	Lunar Cycle: The Moon Through the Month	Identify and describe the phases of the Moon.	K-4 Std. D – Earth and Space Science: Objects in the sky	1. What is your favorite phase of the Moon? Why? 2. Can there be two full moons in one month? How?
ES-3	28-29	Ocean Tides: Rise and Fall	Explain the cause of ocean tides.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	1. How do you think the tides affect people living on an ocean shoreline? 2. What would the tides be like if Earth did not rotate?
ES-3	30-31	Stars and Constellations: Sky Pictures	Define stars and constellations.	K-4 Std. D – Earth and Space Science: Objects in the sky	1. What is your favorite constellation? Why? 2. Research and write about why people in the Southern Hemisphere cannot see the North Star.
ES-3	32	Earth Science Vocabulary Review	Define and explain key earth science vocabulary terms.	K-4 Std. D – Earth and Space Science: Properties of earth materials; objects in the sky; changes in the earth and sky	1. Write a letter to your parents telling them what you have learned in this book. 2. What was your favorite activity in this book? Why?
LS-3	1	Life Science: Plants and Animals All Around	Compare characteristics of plants and animals.	K-4 Std. C – Life Science: The characteristics of organisms; life cycles of organisms; organisms and their environments	1. What are the five main kingdoms of living things? To which kingdom do you belong? 2. Draw a picture of a plant and label its main parts.
LS-3	2-3	Characteristics of Life: You Can't Live Without Them	Distinguish between living and non-living things.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Name one living thing and identify three characteristics that make it alive. 2. Explain the main differences between living and non-living things.
LS-3	4-5	Louis Pasteur: Pioneer Against Disease	Describe Louis Pasteur's scientific contributions to society.	K-4 Std. G – History and Nature of Science: Science as a human endeavor	1. What do you think is the most interesting fact about Pasteur? Why? 2. How has Pasteur affected your life?
LS-3	6-7	Tools of Science: Thermometers	Understand the use of a thermometer and its scales.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Make a list of all the places you see thermometers. Describe how the thermometer is used in each place. 2. How might a thermometer be used in life science?
LS-3	8-9	Real Science: Classification*	Explain how classification is used to sort and group organisms.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Classify the students in your class based on a single characteristic. 2. Write about how you use classification in your life.
LS-3	10-11	Animal Classes: Creature Features	Identify major classes of animals and their distinguishing characteristics.	K-4 Std. C – Life Science: The characteristics of organisms	1. To which class do human beings belong? Why? 2. Do some research about the lesser known animal classes. Identify examples of each.

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 3

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
LS-3	12-13	Fossils: A Record of Life*	Define fossils and describe how some fossils are formed.	K-4 Std. D – Earth and Space Science: Properties of earth materials	1. Have you ever seen a fossil? Describe what it looked like. 2. What do you think a fossil of a human being would look like?
LS-3	14-15	Habitats and Biomes: Nature's Homes	Identify and describe a habitat and Earth's major biomes.	K-4 Std. C – Life Science: The characteristics of organisms	1. Which biome would be the hardest to live in? Why? 2. Where on Earth would a tundra biome be located? Why do you think that?
LS-3	16-17	Rain Forest Life: It's a Jungle Out There	Describe the structure and biodiversity of a tropical rain forest.	K-4 Std. C – Life Science: Organisms and their environments	1. Research five tropical rain forest animals and identify which rain forest layer they live in. 2. Look at a map. List some countries where tropical rain forests may be located.
LS-3	18-19	Animal Diets: Eating for Energy	Compare various ways animals obtain food for energy.	K-4 Std. C – Life Science: Organisms and their environments	1. Make a list of three animals from each diet category. 2. What is your favorite animal and why? To which category does it belong?
LS-3	20-21	Animal Camouflage: Clever Colors*	Define camouflage; compare and contrast different types of camouflage.	K-4 Std. C – Life Science: The characteristics of organisms	1. What animal has the best camouflage? Why? 2. Why do large animals like sharks and tigers need to use camouflage?
LS-3	22-23	How Animals Change the Environment: The Busy Life of Beavers	Recognize that living things affect their environment.	K-4 Std. C – Life Science: Organisms and their environments	1. How do you think a beaver dam changes life below the dam? 2. Research another animal that changes its environment and explain how it does it.
LS-3	24-25	Animal Behavior: The Sweet Life of Bees	Describe the behavior and social organization of honeybees.	K-4 Std. C – Life Science: Organisms and their environments	1. Which honeybee's job is the most important to a colony? Why? 2. Imagine you are a "scout" bee. Write about what a day in your life would be like.
LS-3	26-27	Animal Migration: Making the Round-Trip Route	Identify migration as a response to changes in the environment.	K-4 Std. C – Life Science: The characteristics of organisms	1. Do some research and find out why geese fly in a "V" formation. 2. Write a story about a flock of geese migrating north.
LS-3	28-29	Plant Structures: A Peek at Seeds*	Identify seed anatomy and the stages of germination.	K-4 Std. C – Life Science: Life cycles of organisms	1. Write about what farmers do to help seeds grow. 2. What is your favorite fruit? Draw a picture of the kinds of seeds it has.
LS-3	30-31	Genes: Parents Pass Them On	Recognize that offspring inherit genetic traits from their parents.	K-4 Std. C – Life Science: Life cycles of organisms	1. A man with brown eyes, thick brown hair, a small nose, and thin lips reproduces with a woman with blue eyes, red hair, a big nose, and thick lips. What would their offspring probably look like? 2. What traits did you inherit from your mother? From your father? List them.
LS-3	32	Life Science Vocabulary Review	Define and explain key life science vocabulary terms.	K-4 Std. C – Life Science: The characteristics of organisms; life cycles of organisms; organisms and their environments	1. Which part of life science would you like to learn more about? Why? 2. Write five facts you learned from completing these activities.

* Correlates with *Try It!* Science (See page 40.)

Activity Information Chart, Level 3

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
PS-3	1	Physical Science: Describing How the World Works	Identify topics of study in physical science.	K-4 Std. B – Physical Science: Properties of objects and materials; position and motion of objects; light, heat, electricity, and magnetism	1. What part of physical science sounds most interesting to you? Why? 2. What form of energy would you like to learn about?
PS-3	2-3	Real Science: Solve a Science Mystery	Deduce facts from observations.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. How are scientists like detectives? How are they different? 2. Write a description of an object, and see if a classmate can guess what it is.
PS-3	4-5	Matter: It Makes Up Your World*	Define matter and explain some physical properties of matter.	K-4 Std. B – Physical Science: Properties of objects and materials	1. Pick an object and list its properties. 2. Make a list of your own physical properties.
PS-3	6-7	States of Matter: Liquids, Solids, Gases*	Identify three states of matter and understand that matter can change state.	K-4 Std. B – Physical Science: Properties of objects and materials	1. Describe how water looks in its three states. 2. Describe what happens if you forget to put ice cream in a freezer.
PS-3	8-9	Changes in Matter: Physical or Chemical?*	Distinguish between physical and chemical changes in matter.	K-4 Std. B – Physical Science: Properties of objects and materials	1. Make a list of three physical changes and three chemical changes that happen in your home. 2. How much different would life be if chemical changes were not possible? Write about it.
PS-3	10-11	Atoms: Building Blocks of Matter	Discuss atoms and molecules and their relationship with matter.	K-4 Std. B – Physical Science: Properties of objects and materials	1. How do you think scientists discovered atoms. 2. What do you find interesting about atoms?
PS-3	12-13	Lise Meitner: Discoverer of Nuclear Fission	Recognize how Lise Meitner's research contributed to our understanding of atoms and energy.	K-4 Std. G – History & Nature of Science: Science as a human endeavor	1. Research something that uses nuclear fission and write about it. 2. Do you think Lise had a tough life? Why or why not?
PS-3	14-15	Force and Motion: Pushes and Pulls	Define force and identify common forces.	K-4 Std. B – Physical Science: Position and motion of objects	1. What would happen to your body if you went to the Moon where the force of gravity is less? 2. What 17th-century scientist came up with theories of force and motion? Write about him.
PS-3	16-17	Newton's Laws: The Science of Stop and Go*	Describe Newton's Laws of Motion and identify real-life examples of each law.	K-4 Std. B – Physical Science: Position and motion of objects	1. Write your own example of each of the laws of motion. 2. How does gravity affect these laws?
PS-3	18-19	Energy: Put It to Work	Define energy and identify some of its different forms.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	1. Why does a stretched rubber band have potential energy? 2. Which form of energy do you think you come across the most during the day? Why?
PS-3	20-21	Heat: Energy That Sizzles	Define heat and explain how it is transferred.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	1. Why is it usually cooler during the night than during the day? 2. How does convection help birds to fly?

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Activity Information Chart, Level 3

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
PS-3	22-23	Electrical Energy: Charge It!	Define static electricity and current electricity.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	<ol style="list-style-type: none"> 1. Think about what happens when the power goes out in your home. Write about how difficult it is to live without electricity. 2. Make a list of the electrical devices you use every day.
PS-3	24-25	Tools of Science: Magnets	Define magnetism and explain its use in a burglar alarm.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	<ol style="list-style-type: none"> 1. Find out how a compass uses magnets and write about it. 2. Write about how magnets help you in your daily life.
PS-3	26-27	Light Energy: Let It Shine*	Identify light as a form of energy and understand how it affects what we see.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	<ol style="list-style-type: none"> 1. Why do some objects appear to change color in different lights? 2. Make a list of objects that reflect light well.
PS-3	28-29	Light and Color: What is a Rainbow?*	Identify what a light spectrum is and explain how rainbows form.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	<ol style="list-style-type: none"> 1. How does the name ROY G BIV help you remember the colors of the rainbow? 2. What do you think the world would be like if white light didn't exist?
PS-3	30-31	Sound Energy: Hear It Loud and Clear	Recognize sound as a form of energy and understand how it is made and heard.	K-4 Std. B – Physical Science: Position and motion of objects	<ol style="list-style-type: none"> 1. How do you think ear plugs work? 2. What happens when a person's vocal chords are damaged? Why does this happen?
PS-3	32	Physical Science Vocabulary Review	Define and explain key physical science vocabulary terms.	K-4 Std. B – Physical Science: Properties of objects and materials; position and motion of objects; light, heat, electricity, and magnetism	<ol style="list-style-type: none"> 1. What is the most interesting thing you learned about in physical science? 2. What part of physical science do you not understand?

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 4

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
ES-4	1	Earth Science: It's Your World!	Identify topics of study in earth science.	K-4 Std. D – Earth and Space Science: Properties of earth materials; objects in the sky; changes in the earth and sky	<ol style="list-style-type: none"> 1. Research a famous earth scientist and write about him/her. 2. What part of earth science do you think will interest you the most?
ES-4	2-3	Real Science: Using Tables and Graphs*	Explain how tables and graphs are used in science.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	<ol style="list-style-type: none"> 1. Make a graph comparing the number of students in your class with brown, blonde, and red hair. 2. Find an example of a graph and write about it.
ES-4	4-5	Dr. Mae C. Jemison: Countdown to Success	Recognize Dr. Mae Jemison's contributions to science and society.	K-4 Std. G – History and Nature of Science: Science as a human endeavor	<ol style="list-style-type: none"> 1. What part of Dr. Jemison's life did you find most interesting? Why? 2. How do you think Dr. Jemison felt on <i>Endeavor</i>?
ES-4	6-7	World Oceans: Our Watery World	Distinguish between the world's oceans in terms of geography, depth, and area.	K-4 Std. D – Earth and Space Science: Properties of earth materials	<ol style="list-style-type: none"> 1. Why is it hard for boats to sail in most of the Arctic Ocean? 2. Why do you think the Pacific Ocean is deeper than the other oceans?
ES-4	8-9	Weather Changes: Trouble in the Air**	Describe the weather changes associated with the four types of fronts.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	<ol style="list-style-type: none"> 1. What was the last front that moved through your area? How do you know? 2. What type of air mass is most likely to form in your area?
ES-4	10-11	Earthquakes: Living on Shaky Ground	Explain the cause of earthquakes.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	<ol style="list-style-type: none"> 1. Have you ever been in an earthquake? Describe what it was like (or what you think it would be like). 2. What are you supposed to do if you are caught in an earthquake?
ES-4	12-13	Volcanoes: Nature's Fury	Describe the structure of a composite volcano and the conditions that cause an eruption.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	<ol style="list-style-type: none"> 1. Find out about the biggest-ever volcanic eruption in the U.S. and write some facts about it. 2. Do you think scientists can predict when a volcano will erupt? Explain.
ES-4	14-15	Weathering and Erosion: Shaping the Land**	Define weathering and erosion, and identify agents of both.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	<ol style="list-style-type: none"> 1. Write about how you think erosion formed the Grand Canyon. 2. What other things besides rocks undergo weathering?
ES-4	16-17	Fossils: The Record of Life on Earth*	Explain how fossils are used to understand the history of life on Earth.	K-4 Std. D – Earth and Space Science: Properties of earth materials	<ol style="list-style-type: none"> 1. Imagine you could travel back in time. Which time period would you visit. Why? 2. What is the most interesting fossil you have ever seen?
ES-4	18-19	Classification of Rocks: Let's Rock!	Compare and contrast igneous, sedimentary, and metamorphic rocks.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	<ol style="list-style-type: none"> 1. Which group of rocks has the most colorful rocks? Name some of them. 2. Is one type of rock harder to identify than the others? Why?

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Activity Information Chart, Level 4

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
ES-4	20-21	The Rock Cycle: The Recycling of Rocks	Describe the rock cycle and the changes that a rock may undergo.	K-4 Std. D – Earth and Space Science: Changes in the earth and sky	1. In your own words, describe how the rock cycle works. 2. What do you think causes more rocks to change: water, ice, wind, or gases? Why do you think that?
ES-4	22-23	Rock Identification: Using a Key to ID!	Use a dichotomous key to identify rock samples.	K-4 Std. D – Earth and Space Science: Properties of earth materials	1. Which type of rock do you think is the easiest to identify? 2. What types of rocks do you think are most common around your home?
ES-4	24-25	Solar System Science: Your Age on Other Planets	Use the revolution period to calculate “age” on the planets of the solar system.	K-4 Std. D – Earth and Space Science: Objects in the sky	1. Explain why a “year” on Uranus is longer than a “year” on Earth. 2. Would you be older if you lived on Uranus or on Venus? How do you know?
ES-4	26-27	Tools of Science: Telescopes*	Compare and contrast reflecting and refracting telescopes.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Have you ever looked through a telescope? What was it like? 2. Which type of telescope did you use? What did you look at?
ES-4	28-29	Cleaning Up the Environment: Trash, Trash Go Away!	Define the term solid waste, and describe some ways that communities deal with solid waste.	K-4 Std. F – Science in Personal and Social Perspectives: Types of resources	1. What are some ways that you can reduce solid waste? 2. Think of a unique way to reduce solid waste and write about it.
ES-4	30-31	Recycling: Treasure from Trash	Recognize the different kinds of recyclable items found at home.	K-4 Std. F – Science in Personal and Social Perspectives: Types of resources	1. Look around your classroom. Make a list of all of the recyclable items you see. 2. Write down what you can do to increase recycling in your school.
ES-4	32	Earth Science Vocabulary Review	Define and explain key earth science vocabulary terms.	K-4 Std. D – Earth and Space Science: Properties of earth materials; objects in the sky; changes in the earth and sky	1. What part of earth science interests you the most? 2. What part of earth science confuses you?
LS-4	1	Biology: The Living Science	Identify different specialties within the field of biology.	K-4 Std. C – Life Science: The characteristics of organisms; life cycles of organisms; organisms and environments	1. What type of biologist has the most interesting job? Why? 2. Pick a biologist and describe what a day in his/her life would be like.
LS-4	2-3	Real Science: Solving Problems with Experiments*	Describe how to perform a simple controlled experiment.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. What did Maria learn from her experiment? 2. Would it be an accurate experiment if Maria only watered one of the plants? Why or why not?
LS-4	4-5	Anton van Leeuwenhoek: Microscope Master	Discuss the important scientific contributions of Anton van Leeuwenhoek.	K-4 Std. G – History and Nature of Science: Science as a human endeavor	1. What kind of microscope have you used? Why do you think that? 2. Make a list of Leeuwenhoek’s accomplishments.
LS-4	6-7	Tools of Science: The Microscope*	Identify the parts of a microscope and their functions.	K-4 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. In your own words, write a definition for each microscope part. 2. What object would you like to observe with a microscope? What do you think it would look like?

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 4

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
LS-4	8-9	The Kingdoms of Living Things: Life's Variety	Identify and describe the five major kingdoms of living things.	K-4 Std. C – Life Science: The characteristics of organisms	<ol style="list-style-type: none"> Which kingdom did you know the least about? What did you learn about it? In your own words, write a definition for each kingdom.
LS-4	10-11	Microbes: Earth's Unseen Helpers*	Identify some benefits of microbes.	K-4 Std. C – Life Science: Organisms and their environments	<ol style="list-style-type: none"> Make a list of places you might find bacteria or fungi. Write about three things you learned about microbes.
LS-4	12-13	Decomposers: Doing the Dirty Work*	Explain decomposition and identify the four major groups of decomposers.	K-4 Std. C – Life Science: Organisms and their environments	<ol style="list-style-type: none"> What would Earth be like if there were no decomposers? Have you ever seen any of the four decomposers at work? Describe what was happening.
LS-4	14-15	Biodiversity: The Variety of Life	Define biodiversity and explain how it is related to climate.	K-4 Std. C – Life Science: Organisms and their environments	<ol style="list-style-type: none"> Make a list of the different species of animals you can find in your back yard or in a park. What animals do you think you could find in Brazil that you couldn't find here?
LS-4	16-17	Food Chains: Who Eats Whom?*	Explain how food chains and food webs model the flow of energy in an ecosystem.	K-4 Std. C – Life Science: Organisms and their environments	<ol style="list-style-type: none"> Imagine that humans were on the bottom of the food chain. How would life be different? What do you think would happen if a plant/animal in a food chain dies out and becomes extinct?
LS-4	18-19	Animal Teeth: Adaptations to Diet	Identify dietary adaptations in animals.	K-4 Std. C – Life Science: The characteristics of organisms	<ol style="list-style-type: none"> Pick your favorite animal. Describe its diet and say which category it belongs to. Make a list of three animals for each diet category.
LS-4	20-21	Animals Needs: Staying Alive	Identify the four basic needs of animals.	K-4 Std. C – Life Science: The characteristics of organisms	<ol style="list-style-type: none"> Which of the basic needs do you think an animal could go without for the longest period of time? Why? Do you have a pet? How are its four basic needs taken care of?
LS-4	22-23	Mammals: Our Furry Friends	Distinguish between the three groups (subclasses) of mammals.	K-4 Std. C – Life Science: The characteristics of organisms	<ol style="list-style-type: none"> Make a chart that compares the traits of a human, a kangaroo, and a duck-billed platypus. Invent a new animal. Give it characteristics that would make it a marsupial.
LS-4	24-25	Varieties of Plants: It's A Green World After All*	Compare and contrast the four major groups of plants.	K-4 Std. C – Life Science: The characteristics of organisms	<ol style="list-style-type: none"> What types of plants grow near your home? Explain how you know. Write a story about the life of a tree that grows near your home.
LS-4	26-27	The Many Uses of Plants: Plant Products	Describe how people use plants in their daily lives.	K-4 Std. C – Life Science: Organisms and their environments	<ol style="list-style-type: none"> Make a list of plant products that you have used today. Write a story that tells where your pencil came from.

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 4

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
LS-4	28-29	Human Body Systems: Welcome to Your Machine!	Describe the major structures and functions in the human body.	K-4 Std. C – Life Science: The characteristics of organisms	<ol style="list-style-type: none"> 1. Which body system do you think is the most important? Why? 2. Describe how you would look without a skeleton.
LS-4	30-31	Inherited and Acquired Traits: Is it Nature or Nurture?	Distinguish between acquired and inherited traits.	K-4 Std. C – Life Science: Life cycles of organisms	<ol style="list-style-type: none"> 1. What are some acquired traits you have? How did you get them? 2. Can you change your inherited traits? Your acquired traits? Why or why not?
LS-4	32	Life Science Vocabulary Review	Define and explain key life science vocabulary terms.	K-4 Std. C – Life Science: The characteristics of organisms; life cycles of organisms; organisms and environments	<ol style="list-style-type: none"> 1. What part of life science interests you the most? 2. Write a story using five of the vocabulary words from this activity.
PS-4	1	Physical Science: Let's Get Energized!	Identify topics of study in physical science.	K-4 Std. B – Physical Science: properties of objects and materials; position and motion of objects; light, heat, electricity, and magnetism	<ol style="list-style-type: none"> 1. Write a story using the vocabulary words from this activity. 2. Look at the activities in this book. Which one do you want to do the most? Why?
PS-4	2-3	Matter: What Everything Is Made Of!	Define matter and identify some properties of matter.	K-4 Std. B – Physical Science: Properties of objects and materials	<ol style="list-style-type: none"> 1. Pretend you are describing the properties of your favorite food to someone who has never seen it. 2. Compare and contrast the properties of water as a solid and water as a liquid.
PS-4	4-5	Changes in Matter: Is It Physical or Chemical?	Distinguish between a physical change and a chemical change.	K-4 Std. B – Physical Science: Properties of objects and materials	<ol style="list-style-type: none"> 1. Make a chart that shows the differences between physical and chemical changes. 2. What are some physical and chemical changes that go on within your own body?
PS-4	6-7	Classes of Matter: It's the Makeup That Matters!	Distinguish between the three classes of matter.	K-4 Std. B – Physical Science: Properties of objects and materials	<ol style="list-style-type: none"> 1. What is the Periodic Table of Elements? What does it do? 2. How are mixtures and compounds used every day in a kitchen?
PS-4	8-9	Dr. Marie Curie: The Science of Radioactivity	Examine Marie Curie's contributions to science and society.	K-4 Std. G – History & Nature of Science: History and nature of science	<ol style="list-style-type: none"> 1. What part of Marie Curie's life do you find most interesting? Why? 2. Why is Marie Curie such an important scientist?
PS-4	10-11	Forces and Motion: Push Me, Pull Me	Distinguish between balanced and unbalanced forces.	K-4 Std. B – Physical Science: Position and motion of objects	<ol style="list-style-type: none"> 1. List examples of three balanced forces and three unbalanced forces. 2. Explain why gravity is a force.
PS-4	12-13	Simple Machines: Making Work Easier*	Identify the six types of simple machines and how they are used.	K-4 Std. B – Physical Science: Position and motion of objects	<ol style="list-style-type: none"> 1. Write about the last time you used a simple machine to help you do something. 2. Which simple machine do you find most helpful? Why?

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 4

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
PS-4	14-15	Heat and Temperature: Is There a Difference?*	Distinguish between heat and temperature.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	1. In your own words, describe the difference between heat and temperature. 2. Explain why a pot of boiling water will start to cool off when you stop applying heat to it.
PS-4	16-17	Real Science: Interpreting Data*	Analyze data from an experiment and draw conclusions.	K-4 Std. A – Science as Inquiry: Understanding about scientific inquiry	1. Make a list of items in your home that use insulators. 2. What material would you use to insulate Robert's clubhouse? Why?
PS-4	18-19	Sound Energy: Good Vibrations!*	Define sound and explain how sound waves travel.	K-4 Std. B – Physical Science: Position and motion of objects	1. Find out how some high-pitched sounds can make glass shatter and write about it. 2. Is it possible to feel sound? If so, describe how.
PS-4	20-21	Sound and Hearing: What's the Frequency?*	Examine the loudness and frequency (pitch) of sounds.	K-4 Std. B – Physical Science: Position and motion of objects	1. Explain why dogs can hear things that humans can't. 2. Write a story about the loudest thing you ever heard.
PS-4	22-23	Electric Current: Let It Flow!*	Identify how an electric current flows through a circuit.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	1. You are drying your hair with a hair dryer. Explain what would happen if the cord was suddenly cut. Why would this happen? 2. In your own words, explain the difference between an open circuit and a closed circuit.
PS-4	24-25	Electric Circuits: Series and Parallel Circuits*	Distinguish between series and parallel electrical circuits.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	1. Explain why it is better for homes to be wired with parallel circuits instead of series circuits. 2. Why do you think people still use series circuits?
PS-4	26-27	Energy: Renewable and Nonrenewable Sources	Identify the major sources of energy.	K-4 Std. F – Science in Personal & Social Perspectives: Types of resources	1. What renewable energy sources could be used in your area? 2. Why is it so important that we conserve our fossil fuel supply?
PS-4	28-29	Magnetism: A Magnetic Mystery	Define magnetism and explore how a compass works.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	1. Make a list of the kinds of people who would use compasses. 2. Make up a story about how a compass could help save you.
PS-4	30-31	Electricity and Magnetism: All in the Family	Explore the relationship between electricity and magnetism.	K-4 Std. B – Physical Science: Light, heat, electricity, and magnetism	1. In your own words, explain how a doorbell works. 2. How are electromagnets helpful in your daily life?
PS-4	32	Physical Science Vocabulary Review	Define and explain key physical science vocabulary terms.	K-4 Std. B – Physical Science: Properties of objects and materials; position and motion of objects; light, heat, electricity, and magnetism	1. What was the most interesting activity in this book? 2. Write a summary of what you learned in this book.

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 5

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
ES-5	1	Earth Science: Discovering the Secrets	Identify topics of study in earth science.	5-8 Std. D – Earth and Space Science: Structure of the earth system; Earth's history; Earth in the solar system	1. What activity in this book are you most looking forward to doing? 2. Write a sentence for each of the words in the Answer Box.
ES-5	2-3	Real Science: Science is an Everyday Experience!	Discuss how science can be used to solve everyday problems.	5-8 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Write a conclusion to Matt's experiment. 2. What are the necessary elements to an experiment?
ES-5	4-5	Rachel Carson: Crusader for the Environment	Discuss the life of Rachel Carson and her contributions to science.	5-8 Std. G – History and Nature of Science: Science as a human endeavor	1. How are pesticides harmful? 2. What fact about Rachel Carson do you find most interesting?
ES-5	6-7	Ocean Tides: Water in Motion	Examine the cause of ocean tides.	5-8 Std. D – Earth and Space Science: Structure of the earth system	1. Write an imaginary tide table showing when the ocean is at high tide and low tide. 2. How do you think tides affect people living on the ocean shore?
ES-5	8-9	Oceanography: Exploring the Deep Blue Sea	Describe the topography of the ocean's bottom, and explain common oceanographic instruments.	5-8 Std. G – History and Nature of Science: Science as a human endeavor	1. Draw a picture of what you think the Hawaiian Islands look like under the water. 2. Imagine you are an oceanographer about to go on an expedition. What tools would you bring and why?
ES-5	10-11	The Water Cycle: Water on the Move	Identify the stages of the water cycle.	5-8 Std. D – Earth and Space Science: Structure of the earth system	1. What happens when large amounts of precipitation come down and the lakes and rivers can't hold all of it? 2. Write a story about how a puddle formed and then disappeared.
ES-5	12-13	Tools of Science: Measuring Water Quality*	Examine how water quality tests can check for signs of pollution.	5-8 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Is there a polluted body of water near you? What do you think caused it to become polluted? 2. What tests would you do to find out if a body of water near you is polluted? Why that test?
ES-5	14-15	The Atmosphere: Earth's Protective Blanket	Identify the layers of the atmosphere.	5-8 Std. D – Earth and Space Science: Structure of the earth system; Earth's history	1. Why is the ozone layer so important? What would happen if it didn't exist? 2. Why can humans live only in the troposphere?
ES-5	16-17	Weather: Measuring the Atmosphere*	Identify how weather instruments are used to understand weather and climate.	5-8 Std. D – Earth and Space Science: Structure of the earth system	1. Which weather instrument do you think is used the most? How is it used? 2. Write a weather forecast for tomorrow with pretend readings from all the weather instruments.
ES-5	18-19	Rain, Snow, Hail, and Sleet: A Matter of State*	Explore the relationship between the states of water and types of precipitation.	5-8 Std. D – Earth and Space Science: Structure of the earth system	1. What could be the most damaging form of precipitation? Why? 2. What weather conditions are needed for each type of precipitation to occur?

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 5

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
ES-5	20-21	Weather Forecasting: Blue Skies Ahead?	Identify the symbols used in a weather observation report.	5-8 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Write about what a weather reporter might say about today's weather. 2. What would your ideal weather observation report look like?
ES-5	22-23	The Solar System: Space is the Place!*	Identify and describe the objects in our solar system.	5-8 Std. D – Earth and Space Science: Earth in the solar system	1. Make a chart that compares comets, asteroids, and meteoroids. 2. What is the difference between planets and moons?
ES-5	24-25	Planets: Homes Away from Home?*	Identify and describe characteristics of the nine planets in our solar system.	5-8 Std. D – Earth and Space Science: Earth in the solar system; Std. G – History and Nature of Science: Science as a human endeavor	1. List the planets in order from largest to smallest. 2. Which planet has the longest day? How did you figure that out?
ES-5	26-27	Phases of the Moon: First You See It, Then You Don't*	Discuss how the Moon's phases depend on the Moon's position around Earth.	5-8 Std. D – Earth and Space Science: Earth in the solar system	1. In what phase is the Moon the brightest? Why? 2. Explain why you can't see the Moon when it is in the New Moon phase.
ES-5	28-29	Characteristics of the Sun: Our Star!	Identify and describe important features of the Sun.	5-8 Std. D – Earth and Space Science: Earth in the solar system	1. Draw a picture of the Sun and label the parts. 2. In your own words, write a definition of each layer of the Sun.
ES-5	30-31	Galaxies: The Milky Way and Beyond	Distinguish between spiral, elliptical, and irregular galaxies.	5-8 Std. D – Earth and Space Science: Earth in the solar system	1. Describe the differences in the three types of galaxies. 2. Why is the Hubble Telescope so important to astronomers?
ES-5	32	Earth Science Vocabulary Review	Define and explain key earth science vocabulary terms.	5-8 Std. D – Earth and Space Science: Structure of the earth system; Earth's history; Earth in the solar system	1. What is your favorite part of earth science? Why? 2. Write a paragraph telling what you learned from the activities in this book.
LS-5	1	Naming Species: Dinosaur Dilemma!	Use Greek and Latin root words to find the English meaning of dinosaur names.	5-8 Std. A – Science as Inquiry: Understandings about scientific inquiry; Std. C – Life Science: Diversity and adaptations of organisms	1. Use Greek and Latin root words to make up names of five new dinosaurs. 2. Flip through this book. Which activity do you want to do first? Why?
LS-5	2-3	Real Science: Analyzing Graphs	Analyze information from a pie chart, a bar graph, and a table.	5-8 Std. A – Science as Inquiry: Understandings about scientific inquiry	1. Make a pie chart that compares the number of boys and the number of girls in your class. 2. Make a list of places you see charts and graphs.
LS-5	4-5	Charles Drew: Saving Blood, Saving Lives	Recognize Charles Drew's contributions to science and society.	5-8 Std. G – History and Nature of Science: History of science	1. Tell a story about a day in the life of a white blood cell. 2. Why is storing blood so important?
LS-5	6-7	Ecosystems: Connections and Balance	Discuss ecosystems, biotic and abiotic factors, and their interrelationship and balance.	5-8 Std. C – Life Science: Populations and ecosystems	1. Pretend your classroom is an ecosystem. What would happen to your ecosystem if your teacher was removed? 2. Make a list of all the biotic and abiotic factors that affect your back yard or a park near your home.

* Correlates with Try It! Science (See page 40.)

Activity Information Chart, Level 5

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
LS-5	8-9	Biomes: Biome, Sweet Biome	Compare characteristics of several biomes.	5-8 Std. C – Life Science: Populations and ecosystems	<ol style="list-style-type: none"> 1. What biome do you live in? Explain why you think that. 2. Write a postcard from your biome, like Julia did.
LS-5	10-11	Nitrogen Cycle: Nothing Is Wasted, Not Even “Waste.”	Describe how nitrogen circulates through the environment during the nitrogen cycle.	5-8 Std. C – Life Science: Populations and ecosystems	<ol style="list-style-type: none"> 1. Make a list of the different ways humans get nitrogen. 2. In your own words, explain the nitrogen cycle and why it is important.
LS-5	12-13	Plant Classification: Vascular and Nonvascular Plants*	Distinguish between vascular and nonvascular plants.	5-8 Std. C – Life Science: Structure and function in living systems; diversity and adaptations of organisms	<ol style="list-style-type: none"> 1. Look out the window; list all of the plants you see and whether they are vascular or nonvascular. 2. Make your own fill-in-the-blank questions using vocabulary words from this activity.
LS-5	14-15	Plant Roots: Let’s Get to the Root of the Matter!*	Identify the functions of plant roots.	5-8 Std. C – Life Science: Structure and function in living systems	<ol style="list-style-type: none"> 1. What would happen to a tree if its roots became diseased? 2. How do plant roots help the soil?
LS-5	16-17	Animals: Warm-Blooded or Cold Blooded?	Distinguish between warm-blooded and cold-blooded animals.	5-8 Std. C – Life Science: Diversity and adaptations of organisms	<ol style="list-style-type: none"> 1. What happens when your body temperature changes? Is it a good or bad thing? 2. Make a list of animals that are ectotherms and a list of animals that are endotherms.
LS-5	18-19	Insect Life Cycles: What’s the Buzz?	Distinguish between the three types of insect life cycles.	5-8 Std. C – Life Science: Reproduction and heredity	<ol style="list-style-type: none"> 1. Write a story from an insect’s point of view as it passes through a complete metamorphosis. 2. Describe what an insect looks like in the larva stage.
LS-5	20-21	Protecting Endangered Species: Saving the Sea Turtle	Define extinction and explain the purpose of the Endangered Species Act.	5-8 Std. C – Life Science: Diversity and adaptations of organisms	<ol style="list-style-type: none"> 1. What are some things that people can do to protect endangered species? 2. Make a list of animals that have become extinct.
LS-5	22-23	The Food Pyramid: Healthful Choices*	Explain how following the food pyramid leads to a healthy diet.	5-8 Std. F – Science in Personal and Social Perspectives: Personal health	<ol style="list-style-type: none"> 1. Write a meal plan you should follow to have a balanced diet. 2. Which is your favorite food group? Why?
LS-5	24-25	Digestive System: Break It All Down!*	Explain the function of the digestive system and its parts.	5-8 Std. C – Life Science: Structure and function in living systems	<ol style="list-style-type: none"> 1. Tell a story about the trip your breakfast took through your digestive system. 2. What parts of the digestive system had you never heard of before? What do they do?
LS-5	26-27	Circulatory System: Your Body’s Superhighway*	Explain the function of the heart and circulatory system.	5-8 Std. C – Life Science: Structure and function in living systems	<ol style="list-style-type: none"> 1. Make a chart that compares the characteristics of veins and arteries. 2. Explain how the circulatory system works with the respiratory system.
LS-5	28-29	Muscles and Bones: Moving the Body Machine	Explain how bones and muscles work together to produce body movement.	5-8 Std. C – Life Science: Structure and function in living systems; Std. F – Science in Personal and Social Perspectives: Personal health	<ol style="list-style-type: none"> 1. How are your leg muscles similar to the muscles in your arms? 2. What would the human body be like if it didn’t have joints?

* Correlates with Try It!™ Science (See page 40.)

Activity Information Chart, Level 5

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
LS-5	30-31	Tools of Science: X-Rays*	Identify what x-rays are and how they are used in medicine.	5-8 Std. E – Science and Technology: Understanding about science and technology	<ol style="list-style-type: none"> 1. What are some reasons why people need to get x-rayed? 2. What is the difference between an x-ray photograph and a CT scan?
LS-5	32	Life Science: Vocabulary Review	Define and explain key life science vocabulary terms.	5-8 Std. C – Life Science: Structure and function in living systems; reproduction and heredity; regulation and behavior; populations and ecosystems; diversity and adaptations of organisms	<ol style="list-style-type: none"> 1. What are the major systems of the human body? What are their functions? 2. What aspect of life science interests you the most? Why?
PS-5	1	Discover the Elements: It's Elementary, My Dear Watson	Identify the practical uses of common elements.	5-8 Std. F – Science in Personal and Social Perspectives: Populations, resources, and environments	<ol style="list-style-type: none"> 1. Flip through this activity book. What activity do you most want to do? Why? 2. Which elements have you heard of before? How do you know them?
PS-5	2-3	Physical and Chemical Properties: Identify Yourself!	Identify between physical and chemical properties of matter.	5-8 Std. B – Physical Science: Properties and changes of properties in matter	<ol style="list-style-type: none"> 1. Why would it be helpful to know the chemical properties of an object? 2. Describe another chemical property of matter.
PS-5	4-5	Atoms and Molecules: It Matters to Know Them!	Define atoms and molecules; describe the basic structure of the atom.	5-8 Std. B – Physical Science: Properties and changes of properties in matter	<ol style="list-style-type: none"> 1. Describe in your own words the difference between atoms and molecules. 2. Describe the makeup of a water molecule.
PS-5	6-7	Hideki Yukawa: Atoms and the Strong Force	Recognize Hideki Yukawa's contributions to science.	5-8 Std. G – History & Nature of Science: Science as a human endeavor	<ol style="list-style-type: none"> 1. Write your own description of one of the scientists from this activity. 2. Which discovery do you think was most important? Why?
PS-5	8-9	Tools of Science: A Microscope for "Seeing" Atoms	Explain how a scanning tunneling microscope is used to "see" atoms.	5-8 Std. E – Science and Technology: Understanding about science and technology	<ol style="list-style-type: none"> 1. In your own words, explain how a scanning tunneling microscope is like reading Braille. 2. Write a definition of what an STM is and how it works.
PS-5	10-11	Elements and Compounds: Types of Matter	Distinguish between elements and compounds; identify the use of chemical symbols and formulas.	5-8 Std. B – Physical Science: Properties and changes of properties in matter	<ol style="list-style-type: none"> 1. Use a periodic table to find the chemical symbols of your three favorite elements. 2. Describe the difference between an element and a compound.
PS-5	12-13	Acids and Bases: Common Chemicals*	Distinguish between acids and bases; explain the pH scale and how it relates to acids and bases.	5-8 Std. B – Physical Science: Properties and changes of properties in matter	<ol style="list-style-type: none"> 1. What do you think would happen if you mixed an acid and a base? 2. Define a neutral substance. Find an example of one.
PS-5	14-15	Mixtures: Separating Crude Oil	Explain how the ingredients of crude oil can be separated by their physical properties.	5-8 Std. B – Physical Science: Properties and changes of properties in matter	<ol style="list-style-type: none"> 1. Name a mixture from everyday life. Tell why it is a mixture. 2. Write a definition for each of the vocabulary words in this activity.

* Correlates with Try It!™ Science (See page 40.)

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Activity Information Chart, Level 5

Book	Page	Activity Title	Objective	NSE Standards Correlation	Journal/Conference/Extension Questions
PS-5	16-17	The Periodic Table: Repeating Patterns	Discuss the organization of the periodic table.	5-8 Std. B – Physical Science: Properties and changes of properties in matter	<ol style="list-style-type: none"> Write about an element you know something about. How is it used? Write a story about how you think the first periodic table was written.
PS-5	18-19	Metals: A Class of Their Own*	Identify characteristics of metals.	5-8 Std. B – Physical Science: Properties and changes of properties in matter	<ol style="list-style-type: none"> Write about a day in the life of a metallurgist. Write about the last time you saw a metal used. Describe how it was being used.
PS-5	20-21	Carbon Compounds: The Secret of Life*	Discuss the function of biological compounds in living things.	5-8 Std. B – Physical Science: Properties and changes of properties in matter	<ol style="list-style-type: none"> Make a list of places where you can find each kind of biological compound. Explain why carbohydrates and proteins are important in your diet.
PS-5	22-23	Real Science: Interpreting Graphs and Charts	Interpret data from charts and line graphs.	5-8 Std. A – Science as Inquiry: Understandings about scientific inquiry	<ol style="list-style-type: none"> Imagine that you took a trip in the rocket. Tell a story about it. Name some other ways line graphs are used.
PS-5	24-25	Potential and Kinetic Energy: Follow the Bouncing Ball	Distinguish between potential and kinetic energy.	5-8 Std. B – Physical Science: Transfer of energy	<ol style="list-style-type: none"> Name three things in your classroom that have potential energy. Explain why. In your own words, explain the difference between kinetic and potential energy.
PS-5	26-27	Forces in Everyday Life: Can You Live Without Them?*	Identify and explain the forces of friction, gravity, and magnetism.	5-8 Std. B – Physical Science: Motion and forces	<ol style="list-style-type: none"> Explain how friction can be good and how it can be bad. Give specific examples. Explain how magnetism and gravity are alike.
PS-5	28-29	How Electricity is Produced: Taking Charge*	Explain how electricity is produced in a typical power plant.	5-8 Std. B – Physical Science: Transfer of energy	<ol style="list-style-type: none"> Make a diagram showing how electricity is produced. Research how much electricity costs to use. What can you do at home to reduce your use of electricity and save money?
PS-5	30-31	Fossil Fuels: Everyday Uses	Identify the three main fossil fuels and their uses.	5-8 Std. B – Physical Science: Transfer of energy	<ol style="list-style-type: none"> Write a story about what your life would be like if you had to give up the use of electricity. Which fossil fuels are used in your home? How are they used?
PS-5	32	Physical Science Vocabulary Review	Define and explain key physical science vocabulary terms.	5-8 Std. B – Physical Science: Properties and changes of properties in matter; motions and forces; transfer of energy	<ol style="list-style-type: none"> What part of physical science do you find most interesting? Why? Is there a part of physical science that confuses you? What confuses you?

* Correlates with Try It!™ Science (See page 40.)