## 4<sup>th</sup> Grade Living Environment Unit Blueprint

Section # &	Essontial/Unit	Bonohmarks	Formative and Summative	Using Assessments to Monitor
Chapter	Ouestions*	( <b>Bolded</b> sections indicate portion of	Assossments	Student Learning
Chapter	(for concentual	( <b>Boilded</b> sections indicate portion of	(Unless noted as a Summetive	Student Learning
	(for conceptual	benchmark addressed)	(Unless noted as a Summative	
	benchmarks)		Assessment, the assessments are	
			formative and should be used to	
			guide teaching and learning.)	
Section 1	In what ways can	5A(3-5)#1: A great variety of kinds of	Class discussion of Everglades	• Do the students understand that
	living things be sorted	living things can be sorted into groups in	posters	organisms in the Everglades
Chapter 1:	into groups? How	many ways using various features to	(See pages 14 & 15 in Teacher's	picture can be sorted into many
Review	should the categories	decide which things belong to which	Guide.)	different types of groups (animal
Populations	be determined?	group.		eaters vs. plants, predators vs.
-				prey)?
Pacing		5A(3-5)#2: Features used for grouping		• Do students recognize that some
Suggestions:		depend on the purpose of the grouping.		groupings are more helpful than
Session I-				others for making a food web?
2 days	What is the original	5E(3-5)#1: Almost all kinds of animals'	A Survival Problem worksheet	A Survival Problem worksheet
Session II -	source of almost all	food can be traced back to plants	(See page 17 in Teacher's	<ul> <li>Do the students' webs show plants</li> </ul>
2 days	kinds of animals'	Toold can be traced back to plants.	(See page 17 in reacher 3	as the original source of food for
2 uays	food?		Guide.)	all animals?
Taaabar	1000 !		Evergladas food web (Hove kids	
Teacher			Evergiades food web (Have klus	
Resources:			make a food web using	Everglades food web
			Kidspiration.)	(Kidspiration)
216				• Do the students' webs show plants
				as the original source of food for
				all animals?

\*Essential/Unit questions are major questions driving the unit of study. They are directly aligned with the benchmarks. Generally, no one lesson addresses a question in its entirety. By the end of the unit, students should be able to answer these core questions.

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Chapter	Questions*	(Bolded sections indicate portion of	Assessments	Student Learning
	(for conceptual	benchmark addressed)	(Unless noted as a Summative	
	benchmarks)		Assessment, the assessments are	
			formative and should be used to	
<u> </u>	XX71 1 1 4	5D(2.5)#1.E	guide teaching and learning.)	
Section 1	why do only certain	5D(3-5)#1: For any particular	Class discussion of	Class discussion of environmental
Chanton 3.	in a particular	environment, some kinds of plants and	(See Step 2 on page 20 and Step	Tactors (See page 50, #2 and page
<u>Chapter 5:</u> Environmental	anvironment? Why	well and some cannot survive at all	(See Step 2 on page 30 and Step 3 on page 31 in Teacher's	• Do the students' comments reflect
Environmental	can't all plants and	wen, and some cannot survive at an.	Guide)	an understanding that
1 401015	animals live in the		Guide.)	environmental factors affect both
Pacing	same environment?			plants and animals?
Suggestions:				• Do students understand that the
1-2 days				same environmental factor may
5				help one organism survive and
Teacher				another organism survive less well
Resources:				or not at all?
a contraction				
25				
Section 1	How do changes to an	5D(3-5)#4: Changes in an organism's	Class discussion of the Story of	Class discussion of The Story of
	organism's habitat	habitat are sometimes beneficial to it and	San Joaquin Valley (See Follow-	San Joaquin Valley (See page 41 in
Chapter 4	affect its survival?	sometimes harmful.	<i>up</i> on page 41 in Teacher's	Teacher's Guide and pages 7 & 8
Story: The			Guide and pages $/ \propto 8 \ln$	In Environments student booklets.)
Story of San			Environments Student Booklets.)	examples of what could affect
(Page $41$ in				survival of plants and animals?
Teacher's				<ul> <li>Can students explain how humans'</li> </ul>
Guide)				attempts to control the environment
- /				affect the survival of plants and
Pacing				animals?
Suggestions:				
1 day				
Teacher				
Resources:				
e a				

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	benchmarks)		Assessment, the assessments are	
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			guide teaching and learning.)	
Section 1	Why do only certain	5D(3-5)#1: For any particular	Summative Assessment:	• Are students able to identify
Assessment	plants and animals live	environment, some kinds of plants and	Environmental Factors for	environmental factors that might
Activity	in a particular	animals survive well, some survive less	Animals student sheet (See pages	have caused the cow's death?
	environment? Why	well, and some cannot survive at all.	43 & 44 in Teacher's Guide,	• Are students able to suggest some
Pacing	can't all plants and		especially <i>Keeping Records</i> on	environmental factors that should
Suggestions:	animals live in the		page 44—only use descriptors	be changed to support the viability
1 day	same environment?		related to animal portion of	of the cow?
5			assessment.)	
Teacher	How do changes to an	5D(3-5)#4: Changes in an organism's		
Resources:	organism's habitat	habitat are sometimes beneficial to it and		
	affect its survival?	sometimes harmful		
5				

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	benchmarks)		Assessment, the assessments are	
			formative and should be used to	
			guide teaching and learning.)	
Section 4	Why do only certain	5D(3-5)#1: For any particular	Class discussion about	• Do the students' comments reflect
	plants and animals live	environment, some kinds of plants and	environmental factors of seeds	an understanding of environmental
Chapter 12:	in a particular	animals survive well, some survive less	(See page 133 in Teacher's	factors that might affect the
A Place to	environment? Why	well, and some cannot survive at all.	Guide.)	survival of seeds?
Live &	can't all plants and			• Do students understand that the
Terrarium	animals live in the			sum of environmental factors in
Observations	same environment?			which an organism lives is its
(Ongoing				environment?
throughout				• Do students understand that for any
unit)				particular environment, some
				organisms survival well, some less
Pacing				well, and some not at all?
Suggestions:				
Session I—	How can observations	12D(3-5)#3: Use numerical data in	Ongoing observations of	• Do the students' drawings contain
1 day	be made more	describing and comparing objects and	terrarium recorded in <i>Terrarium</i>	details that accurately portray what
Session II –	accurate?	events.	Journal (Teacher-generated	they see?
2 days		12C(3-5)#3: Keep a notebook that	journal pages available on	• As the unit progresses, are the
Session III—		describes observations made, carefully	electronic curriculum under	drawings increasing in accuracy &
1 day		distinguishes actual observations from	"Teacher Resources")	detail?
Terrarium Observations &		ideas and speculations about what was		• Do students' written observations
Maintenance		observed, and is understandable weeks	<u>Click to view student work</u>	only include observations, not
At least 2		or months later. $12A(2,5)$ // 1. K and a set to a fit in	samples of terrarium drawings.	comments about feelings or
times per week		12A(3-5)#1: Keep records of their	Click to minute the dent month	opinions?
unites per meen		investigations and observations and not	<u>Click to view student work</u>	• As the unit progresses, are the
Teacher		change the records. 12D(2,5)#2: Malas shotshap to aid in	samples of written observations	and data 12
Resources:		I2D(3-3)#2. Wake sketches to aid in		• Do students refrain from abanaina
		precedures or ideas	Summative Assessments	iournal antrias?
		procedures or ideas.	Journal entries made at the and	journal enures?
	1	1	Journal churcs made at the end	1
			of the unit are appropriate for	

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Section 4 <u>Chapter 13:</u> Temperature and Isopods Pacing Suggestions: Session I—	Why do only certain plants and animals live in a particular environment? Why can't all plants and animals live in the same environment? How can changes to	5D(3-5)#1: For any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all. 5D(3-5)#4: Changes in an organism's	Class discussion of environmental factors and purpose of <i>Temperature and</i> <i>Isopods Experiment</i> (See Step 1 on page 141 in Teacher's Guide.) <i>Note: The lesson does not</i> <i>specifically address the</i>	<ul> <li>Do students understand how the experiment relates to environmental factors?</li> <li>Do students understand that an environmental factor may be helpful to one organism and harmful to another?</li> <li>Do students understand that a change in the environment (a</li> </ul>
1 day Session II— 2 to 3 days Terrarium Observations & Maintenance At least 2 times per week	an organism's habitat affect its survival?	habitat are sometimes beneficial to it and sometimes harmful.	benchmarks. Start by focusing on students' understanding of how the experiments relate to environmental factors. Encourage students to generalize about how environmental factors can affect plants and animals.	<ul> <li>change in environmental factor) can affect an organism's survival?</li> <li>Do students understand why all plants and animals can't live in the same environment?</li> </ul>
Teacher Resources:	How can observations be made more accurate? (Use question to prompt students about quality/precise observations and record keeping.)	12D(3-5)#3: Use numerical data in describing and comparing objects and events. 12C(3-5)#3: Keep a notebook that describes observations made, carefully distinguishes actual observations from ideas and speculations about what was observed, and is understandable weeks or months later.	Page 1 of teacher-generated <i>Temperature and Isopods</i> <i>Experiment</i> lab sheet (Lab sheet available on electronic curriculum under "Teacher Resources." Also, see Step 3 on page 143 in Teacher's Guide.) <u>Click to view student work</u> <u>samples.</u>	<ul> <li>Do students' written observations include factual information, not ideas or explanations?</li> <li>Do students' written observations include a description of the movement of the isopods?</li> <li>Do students' written observations include quantitative data? (Example: <u>Three</u> isopods sat at the cold end of the trough. <u>One</u> isopod moved back and forth between the <u>20°C</u> and <u>24°C</u> sections?)</li> </ul>

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Section 4 Chapter 13 (Continued)	Why are results to the same experiment seldom exactly the same? When results are different, what should be done? What is a "fair" experiment? Why should experiments be "fair?" How do experiment results help determine an optimal environment for an organism?	<ul> <li>1B(3-5)#2: Results of scientific investigations are seldom exactly the same, but if the differences are large, it is important to try to figure out why. One reason for following directions carefully and for keeping records of one's work is to provide information on what might have caused the differences.</li> <li>12E(3-5)#2: Recognize when comparisons might not be fair because some conditions are not kept the same.</li> <li>5D(3-5)#1: For any particular environment, some kinds of plants survive well, some survive less well, and some cannot survive at all.</li> <li>12D(3-5)#3: Use numerical data in describing and comparing objects and events.</li> <li>1B(3-5)#3: Scientists' explanations about what happens in the world come partly from what they observe, partly from what they think. Sometimes scientists have different explanations for the same set of observations. That usually leads to making more observations to resolve the differences.</li> </ul>	Page 2 of <i>Temperature and</i> <i>Isopods Experiment</i> and class discussion of histogram and experiment results (See Steps 4- 7 on pages 143 & 144 in Teacher's Guide.) <u>Click to view student work</u> <u>samples.</u> <i>Brainteaser</i> (See page 145 in Teacher's Guide. Have students justify optimum temperature— an "Explain Your Choice(s)" student sheet is available on the electronic curriculum under "Teacher Resources.")	<ul> <li>Lab sheet (page 2) &amp; class discussion of experiment results</li> <li>If results vary significantly among groups, do students recognize the need to discuss experiment procedures used in each group? Do students recognize the shortcomings of the experiment? Do students recognize the benefit of running more trials and/or a different experiment to resolve the differences in the observations?</li> <li>Are students able to articulate why a "fair" experiment is important?</li> <li>If experiment results are similar, are students able to identify an optimal range of temperatures for isopods? Do students use their data and/or class data to support their choice of optimal temperature? Are students able to use the identified temperature range to suggest a real environment suitable for isopods?</li> <li>Brainteaser</li> <li>Are the students able to use the data and terrarium observations to support/justify the chosen temperature?</li> </ul>

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Section 4 Chapter 14: The Best Environment for Isopods Pacing Suggestions: Session I — 3-4 days Session II — (Optional Lesson) 2-3 days Terrarium	Why do only certain plants and animals live in a particular environment? Why can't all plants and animals live in the same environment? How can changes to an organism's habitat affect its survival?	5D(3-5)#1: For any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all. 5D(3-5)#4: Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.	Class discussion of environmental factors and purpose of Light and Isopods Experiment & Water and Isopods Experiment Note: The lesson does not specifically address the benchmarks. Start by focusing on students' understanding of how the experiments relate to environmental factors. Encourage students to generalize about how environmental factors can affect plants and animals.	<ul> <li>Do students understand how the experiment relates to environmental factors?</li> <li>Do students understand that an environmental factor may be helpful to one organism and harmful to another?</li> <li>Do students understand that a change in the environmental factor) can affect an organism's survival?</li> <li>Do students understand why all plants and animals can't live in the same environment?</li> </ul>
Observations & Maintenance At least 2 times per week Teacher Resources:	How can we make our observations more accurate? (Use question to prompt students about quality/precise observations and record keeping.)	12D(3-5)#3: Use numerical data in describing and comparing objects and events. 12C(3-5)#3: Keep a notebook that describes observations made, carefully distinguishes actual observations from ideas and speculations about what was observed, and is understandable weeks or months later.	Teacher-generated Light and Isopods Experiment & Water and Isopods Experiment lab sheets (Lab sheet available on electronic curriculum under "Teacher Resources." Also, see pages 150 & 153 in Teacher's Guide.) <u>Click to view student work</u> <u>sample.</u>	<ul> <li>Do students' written observations include factual information, not ideas or explanations?</li> <li>Do students' written observations include a description of the movement of the isopods?</li> <li>Do students' written observations include quantitative data? (Example: <u>Three</u> isopods sat at the wet end of the trough. <u>One</u> isopod moved back and forth between the wet and dry sections?)</li> </ul>

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	benchmarks)		Assessment, the assessments are	
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			guide teaching and learning.)	
	Why are results to the	1B(3-5)#2: Results of scientific	Page 2 of Light and Isopods	Lab sheet (page 2) & class
	same experiment	investigations are seldom exactly the	Experiment & Water and	discussion of experiment results
Section 4	seldom exactly the	same, but if the differences are large, it	Isopods Experiment lab sheet	<ul> <li>If results vary significantly among</li> </ul>
	same? When results	is important to try to figure out why.		groups, do students recognize the
Chapter 14	are different, what	One reason for following directions	Class discussion of histogram	need to discuss experiment
(Continued)	should be done?	carefully and for keeping records of	and general experiment	procedures used in each group? Do
		one's work is to provide information on	results/observations from Light	students recognize the
		what might have caused the differences.	and Water Tests (See Step 4 on	shortcomings of the experiment?
	What is a "fair"	12E(3-5)#2: Recognize when	pages 150 & 151 and Step 8 on	Do students recognize the benefit
	experiment? Why	comparisons might not be fair because	page 154 in Teacher's Guide.)	of running more trials and/or a
	should experiments be	some conditions are not kept the same.		different experiment to resolve the
	"fair?"		Click to view student work	differences in the observations?
	How do experiment	5D(3-5)#1: For any particular	sample.	• Are students able to articulate why
	results help determine	environment, some kinds of plants and		a "fair" experiment is important?
	an optimal	animals survive well, some survive less	D : ( (C 154:	• If experiment results are similar,
	environment for an	well, and some cannot survive at all.	Brainteaser (See page 154 in	are students able to identify an
	organism?	12D(3-5)#3: Use numerical data in	leacher's Guide. Have students	optimal amount of light/moisture
		describing and comparing objects and	"I usual view of the second se	for isopods? Do students use their
		events.	explain Your Choice(s)	data and/or class data to support
		1B(3-5)#3: Scientists' explanations	student sneet is available on the	their choice of optimal
		about what happens in the world come	"Tasahar Dagayraag ")	light/moisture levels? Are students
		partly from what they observe, partly	reacher Resources. )	able to use the identified intensity
		from what they think. Sometimes		of light/moisture to suggest a real
		scientists have different explanations for		environment suitable for isopods?
		the same set of observations. That		Dere interest
		abcompations to receive the differences		Brainteaser
		observations to resolve the differences.		• Do students use/apply data from
				as well as observations of the
				as well as observations of the
				locations to find isonado?
				• Do students use data and temerium
				- Do students use data and terrafium
				locations?
				iocations /

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Section 4 Chapter 15: The Environment of Hermit Crabs Pacing Suggestions: Session I— 3-4 days Session II— 3-4 days Session III— (Optional Lesson) 2-3 days Terrarium	Why do only certain plants and animals live in a particular environment? Why can't all plants and animals live in the same environment?	5D(3-5)#1: For any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.	Class discussion of environmental factors and purpose of Light Test (See page 163 in Teacher's Guide.), Temperature Test (See page 163 in Teacher's Guide.), and Water Test (See page 165 in Teacher's Guide.) Note: The lesson does not specifically address the benchmarks. Start by focusing on students' understanding of how the experiments relate to environmental factors. Encourage students to generalize about how environmental factors can affect plants and animals	<ul> <li>Do students understand how the experiment relates to environmental factors?</li> <li>Do students understand that an environmental factor may be helpful to one organism and harmful to another?</li> <li>Do students understand that a change in the environmental factor) can affect an organism's survival?</li> <li>Do students understand why all plants and animals can't live in the same environment?</li> </ul>
Observations & Maintenance At least 2 times per week Teacher Resources:	How can observations be made more accurate?	12D(3-5)#3: Use numerical data in describing and comparing objects and events. 12C(3-5)#3: Keep a notebook that describes observations made, carefully distinguishes actual observations from ideas and speculations about what was observed, and is understandable weeks or months later.	Page 1 of teacher-generatedTemperature Test for Hermit Crabslab sheet (Lab sheet available onelectronic curriculum under"Teacher Resources." Also, see page145 in Teacher's Guide.)Click to view student work sample.Page 1 of Water Test for HermitCrabs lab sheet (Lab sheet availableon electronic curriculum under"Teacher Resources." Also, see page165 in Teacher's Guide.)	<ul> <li>Do students' written observations include factual information, not ideas or explanations?</li> <li>Do students' written observations include a description of the movement of the isopods?</li> <li>Do students' written observations include quantitative data? (Examples: <u>One</u> hermit crab moved back and forth between the <u>20°C</u> and <u>24°C</u> sections. <u>Two</u> hermit crabs moved back and forth between the moved back and forth between the moist and dry sections.)</li> </ul>

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	benchmarks)		Assessment, the assessments are	
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			guide teaching and learning.)	
	Why are results to the	1B(3-5)#2: The results of scientific	Class discussion of page 2 of	Lab sheet (page 2) & class discussion of
	same experiment	investigations are seldom exactly the	Temperature Test and Water	experiment results
Section 4	seldom exactly the	same, but if the differences are large, it	Test lab sheets,	• If results vary significantly among
	same? When results	is important to try to figure out why.		groups, do students recognize the need
Chapter 15	are different, what	One reason for following directions	Class discussion of histogram,	in each group? Do students recognize
(Continued)	should be done?	carefully and for keeping records of	general experiment	the shortcomings of the experiment?
		one's work is to provide information on	results/observations, and	Do students recognize the benefit of
		what might have caused the differences.	variables (See Steps 5-8 on	running more trials and/or a different
	What is a "fair"	12E(3-5)#2: Recognize when	pages 161-163; Step 11 on page	experiment to resolve the differences in
	experiment? Why	comparisons might not be fair because	164; and Steps 14 & 15 on page	the observations?
	should experiments be	some conditions are not kept the same.	166 in Teacher's Guide.)	• Are students able to articulate why a
	"fair?"	4E(3-5)#1: Things that give off light		If our pariment results are similar are
		often give off heat. Heat is produced by	Note: <i>Water Test</i> lab sheet	• If experiment results are similar, are students able to identify an optimal
		mechanical and electrical machines and	(both sides) can serve as a	range of temperatures and preferences
		any time one thing rubs against	summative assessment.	regarding moisture/light intensity for
		something else.		hermit crabs? Do students use their
		Note: Benchmark included and aligned	<u>Click to view student work</u>	data and/or class data to support their
		with "fair experiment" question because	sample.	choice of optimal temperature and
		the <u>light</u> experiment doesn't isolate light		moisture level? Are students able to
		as the independent variable—light and		use the identified range of temperatures
		heat are tested simultaneously.	Summative Assessment:	and preferences regarding
	How do experimental	5D(3-5)#1: For any particular environment,	Brainteaser (See page 166 in	real environment suitable for hermit
	results help determine	some kinds of plants survive well, some	Teacher's Guide. Have students	crabs?
	an optimal	survive less well, and some cannot survive at	justify favorable locations	Brainteaser
	environment for an	all. 12D(3-5)#3: Use numerical data in	selected—an "Explain Your	• Do students use past lab experiences
	organism?	describing and comparing objects and events	Choice(s)" student sheet is	and terrarium observations to select
		1B(3-5)#3: Scientists' explanations about	available on the electronic	hermit crabs placed in favorable
		what happens in the world come partly from	curriculum under "Teacher	environments?
		what they observe, partly from what they	Resources.")	• Do students use past lab data and
		think. Sometimes scientists have different		selections?
		explanations for the same set of observations.		• Do students recognize that the hermit
		I hat usually leads to making more		crabs placed in unfavorable
		observations to resolve the differences.		environments will survive less well or
				not at all?

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<u>End of Unit</u>	How do experiment	5D(3-5)#1: For any particular	Environmental Factors for	Environmental Factors for Snails
Assessments	results help determine	environment, some kinds of plants and	Snails student sheet (See page	See Keeping Records section on
	an optimal	animals survive well, some survive less	203 in Teacher's Guide.)	pages 203 & 204 and A-12
Pacing	environment for an	well, and some cannot survive at all.		(Assessment tab) in Teacher's Guide
Suggestions:	organism?	12D(3-5)#3: Use numerical data in		for assessment criteria.
One Day—		describing and comparing objects and		
Section 5		events.		
Assessment		1B(3-5)#3: Scientists' explanations		
Activity		about what happens in the world		
		come partly from what they observe,		
Teacher		partly from what they think.		
<b>Resources:</b>		Sometimes scientists have different		
		explanations for the same set of		
-The		observations. That usually leads to		
		making more observations to resolve the		
		differences.		