



# SCIENCE

## A CLOSER LOOK

Grade 4  
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STANDARDS	PAGE REFERENCES
<p><b>SCIENCE PROCESSES</b> Inquiry Process</p>	
<p><i>K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</i></p>	
<p><b>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</b></p>	
<p><b>S.IP.04.11</b> Make purposeful observation of the natural world using the appropriate senses.</p>	<p><b>Student Edition:</b>  <i>Be a Scientist</i> 56-57, 282-283, 352-353, 560-561  <i>Explore</i> 21, 77, 109, 175, 251, 313, 335, 411, 467, 493, 539, 551, 575  <i>Focus on Skills</i> 30-31  <i>Quick Lab</i> 39, 219, 507  <i>Writing in Science</i> 320  <b>Teacher Wraparound Edition:</b>            AE 77, 99, 175, 335, 539; DI 451; EMI 543; HA 330</p>
<p><b>S.IP.04.12</b> Generate questions based on observations.</p>	<p><b>Student Edition:</b>  <i>Be a Scientist</i> 57, 107, 245, 271, 283, 353, 401, 523, 561, 573  <i>Explore</i> 99, 165, 225, 237, 467, 539, 551  <b>Teacher Wraparound Edition:</b>            AE 59, 99, 137, 225, 263, 285, 323, 411, 493, 529;            WU 272, 284</p>

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<p><b>S.IP.04.13</b> Plan and conduct simple and fair investigations.</p>	<p><b>Student Edition:</b> 4-11 <i>Be a Scientist</i> 56-57, 106-107, 244-245, 270-271, 282-283, 352-353, 400-401, 472-473, 522-523, 560-561 <i>Focus on Skills</i> 134-135, 172-173, 210-211, 464-465</p> <p><b>Teacher Wraparound Edition:</b> AE 59, 99, 137, 225, 263, 285, 295, 323, 369, 483, 493, 513; HA 10; IM 210; SB 5</p>
<p><b>S.IP.04.14</b> Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer, graduated cylinder/beaker).</p>	<p><b>Student Edition:</b> R4-R7 <i>Be a Scientist</i> 282-283, 522-523 <i>Explore</i> 21, 45, 251, 285, 445, 483, 529 <i>Focus on Skills</i> 172-173, 260-261, 332-333, 428-429, 464-465 <i>Quick Lab</i> 143, 289, 470</p> <p><b>Teacher Wraparound Edition:</b> AE 251, 263, 369, 483, 513, 529; DI R7; IM 30, 352, 428, 560; IW 14</p>
<p><b>S.IP.04.15</b> Make accurate measurements with appropriate units (millimeters centimeters, meters, milliliters, liters, Celsius, grams, seconds, minutes) for the measurement tool.</p>	<p><b>Student Edition:</b> R2-R6 <i>Be a Scientist</i> 282-283, 522-523 <i>Explore</i> 445, 483, 513, 529 <i>Focus on Skills</i> 172-173, 260-261, 332-333, 428-429, 464-465 <i>Quick Lab</i> 143, 289, 425, 498</p> <p><b>Teacher Wraparound Edition:</b> AE 369, 483, 513, 529; IM 30, 352, 428</p>
<p><b>S.IP.04.16</b> Construct simple charts and graphs from data and observations.</p>	<p><b>Student Edition:</b> <i>Be a Scientist</i> 282-283, 572-573 <i>Chapter Review</i> 355 <i>Explore</i> 251, 345, 483 <i>Focus on Skills</i> 172-173, 260-261, 376-377, 490-491, 536-537 <i>Math in Science</i> 321</p> <p><b>Teacher Wraparound Edition:</b> AE 563; DI 113; HA 426; IM 56, 321, 428, 490</p>

STANDARDS	PAGE REFERENCES
<b>Inquiry Analysis and Communication</b>	
<i>K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</i>	
<b>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</b>	
<p><b>S.IA.04.11</b> Summarize information from charts and graphs to answer scientific questions.</p>	<p><b>Student Edition:</b>  <i>Be a Scientist</i> 572-573  <i>Chapter Review</i> 355  <i>Explore</i> 345, 483  <i>Focus on Skills</i> 172-173, 260-261, 376-377, 490-491, 536-537  <i>Math in Science</i> 321  <i>Quick Lab</i> 339, 349</p> <p><b>Teacher Wraparound Edition:</b>  IM 428, 490</p>
<p><b>S.IA.04.12</b> Share ideas about science through purposeful conversation in collaborative groups.</p>	<p><b>Student Edition:</b>  <i>Explore</i> 149, 165, 273  <i>Focus on Skills</i> 172-173, 490-491  <i>Quick Lab</i> 64, 299, 384, 557  <i>Reading in Science</i> 223</p> <p><b>Teacher Wraparound Edition:</b>  AE 529; CE 316; DI 151, 154, 485; ELLS 327;  EMI 10, 143, 153, 373, 383, 414, 451, 506;  HA 232, 280</p>
<p><b>S.IA.04.13</b> Communicate and present findings of observations and investigations.</p>	<p><b>Student Edition:</b>  <i>Art Link</i> 157  <i>Be a Scientist</i> 560-561  <i>Chapter Review</i> 403  <i>Explore</i> 129, 225, 251, 273, 323  <i>Focus on Skills</i> 30-31, 260-261  <i>Quick Lab</i> 64, 151  <i>Social Studies Link</i> 509  <i>Writing Link</i> 269, 301, 453</p> <p><b>Teacher Wraparound Edition:</b>  AE 379, 503; DI 25, 434; EMI 462; FA 535; HA 54, 132, 208, 232, 300, 398; IW 96, 106</p>

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<p><b>S.IA.04.14</b> Develop research strategies and skills for information gathering and problem solving.</p>	<p><b>Student Edition:</b>  <i>Explore</i> 137, 295  <i>Health Link</i> 453, 585  <i>Literature</i> 125  <i>Social Studies Link</i> 191, 221, 259, 291, 351, 389  <i>Writing in Science</i> 180  <i>Writing Link</i> 243</p> <p><b>Teacher Wraparound Edition:</b>            AE 89, 345, 379, 575; DI 227, 434, 515; EMI 217, 451; HA 156, 208, 220, 280, 318, 584; IR 439; IW 158</p>
<p><b>S.IA.04.15</b> Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences.</p>	<p><b>Student Edition:</b>  <i>Focus on Skills</i> 172-173, 210-211  <i>Quick Lab</i> 64</p>
<p><b>Reflection and Social Implications</b></p>	
<p><i>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</i></p>	
<p><b>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</b></p>	
<p><b>S.RS.04.11</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p>	<p><b>Student Edition:</b>  <i>Art Link</i> 55, 179, 331  <i>Chapter Review</i> 121, 589  <i>Explore</i> 21, 89, 213  <i>Focus on Skills</i> 332-333  <i>Health Link</i> 453  <i>Quick Lab</i> 64, 207, 241</p> <p><b>Teacher Wraparound Edition:</b>            AE 313; DI 25, 253, 449, 515, 531; FA 117, 585; HA 28, 54, 208, 220, 232, 268, 350, 470; IW 500</p>
<p><b>S.RS.04.14</b> Use data/samples as evidence to separate fact from opinion.</p>	<p><b>Student Edition:</b>            131, 132, 280, 347, 349, 350, 395, 397, 398  <i>Chapter Review</i> 161  <i>Lesson Review</i> 133, 281, 351, 399  <i>Reading in Science</i> 343  <i>Writing in Science</i> 292</p> <p><b>Teacher Wraparound Edition:</b>            IW 134</p>

STANDARDS	PAGE REFERENCES
<p><b>S.RS.04.15</b> Use evidence when communicating scientific ideas.</p>	<p><b>Student Edition:</b>  <i>Be a Scientist</i> 56-57, 282-283  <i>Explore</i> 225, 285, 313, 323, 359  <i>Focus on Skills</i> 260-261  <i>Quick Lab</i> 64, 151, 277, 349  <i>Writing Link</i> 509</p> <p><b>Teacher Wraparound Edition:</b>            AE 285, 323; DI 79, 151; HA 54, 208, 558</p>
<p><b>S.RS.04.16</b> Identify technology used in everyday life.</p>	<p><b>Student Edition:</b>            288-289, 514-520, 581-584  <i>Be a Scientist</i> 522-523  <i>Explore</i> 513  <i>Health Link</i> 585  <i>Reading in Science</i> 302-303, 342-343, 510-511, 586-587  <i>Social Studies Link</i> 489  <i>Writing in Science</i> 500  <i>Writing Link</i> 521</p> <p><b>Teacher Wraparound Edition:</b>            AE 513, 575; AM 568; DI 287, 580; ELLS 510; EMI 519; HA 520, 534, 584; IR 587; IW 500, 522</p>
<p><b>S.RS.04.17</b> Identify current problems that may be solved through the use of technology.</p>	<p><b>Student Edition:</b>  <i>Focus on Skills</i> 210-211  <i>Reading in Science</i> 510-511</p> <p><b>Teacher Wraparound Edition:</b>            IR 303, 511</p>
<p><b>S.RS.04.18</b> Describe the effect humans and other organisms have on the balance of the natural world.</p>	<p><b>Student Edition:</b>            185-190, 296-300  <i>Chapter Review</i> 195  <i>Explore</i> 295  <i>Lesson Review</i> 191, 301  <i>Quick Lab</i> 186  <i>Reading in Science</i> 146-147</p> <p><b>Teacher Wraparound Edition:</b>            DI 187, 189, 297; DMI 184, 296; ELLS 186; FA 301; WU 294</p>

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<p><b>S.RS.04.19</b> Describe how people have contributed to science throughout history and across cultures.</p>	<p><b>Student Edition:</b> 3-11, 48, 177, 381-382, 552 <i>Literature</i> 407 <i>Reading in Science</i> 118-119, 222-223, 390-391, 438-439, 586-587</p> <p><b>Teacher Wraparound Edition:</b> DI 407, 553, 567; IW 572; SB 34, 484, 564</p>
<p><b>PHYSICAL SCIENCE</b> <b>Energy</b></p>	
<p><i><b>K-7 Standard P.EN:</b> Develop an understanding that there are many forms of energy (such as heat, light, sound, and electrical) and that energy is transferable by convection, conduction, or radiation. Understand energy can be in motion, called kinetic; or it can be stored, called potential. Develop an understanding that as temperature increases, more energy is added to a system. Understand nuclear reactions in the sun produce light and heat for the Earth.</i></p>	
<p><b>P.EN.E.1 Forms of Energy- Heat, electricity, light, and sound are forms of energy.</b></p>	
<p><b>P.EN.04.12</b> Identify heat and electricity as forms of energy.</p>	<p><b>Student Edition:</b> 506-507, 530-534, 584 <i>Lesson Review</i> 509, 585 <i>Reading in Science</i> 510-511</p> <p><b>Teacher Wraparound Edition:</b> AM 532; DI 507; DMI 506, 530; ELLS 506; EMI 506; FA 509; WU 562</p>
<p><b>P.EN.E.4 Energy and Temperature- Increasing the temperature of any substance requires the addition of energy.</b></p>	
<p><b>P.EN.04.41</b> Demonstrate how temperature can be increased in a substance by adding energy.</p>	<p><b>Student Edition:</b> 530-534</p> <p><b>Teacher Wraparound Edition:</b> FA 535; SB 530</p>
<p><b>P.EN.04.42</b> Describe heat as the energy produced when substances burn, certain kinds of materials rub against each other, and when electricity flows through wire.</p>	<p><b>Student Edition:</b> 451, 530-531, 534, 570</p> <p><b>Teacher Wraparound Edition:</b> APK 528; SB 450; UV 531</p>
<p><b>P.EN.04.43</b> Describe how heat is produced through electricity, rubbing, and burning.</p>	<p><b>Student Edition:</b> 451, 530-531, 534, 570</p> <p><b>Teacher Wraparound Edition:</b> APK 528; SB 450; UV 531</p>

STANDARDS	PAGE REFERENCES
<p><b>P.EN.E.5 Electrical Circuits- Electrical circuits transfer electrical energy and produce magnetic fields.</b></p>	
<p><b>P.EN.04.51</b> Explain how electrical energy is transferred and changed through the use of a simple circuit.</p>	<p><b>Student Edition:</b> 566-569 <i>Lesson Review</i> 571 <i>Quick Lab</i> 569, 580</p> <p><b>Teacher Wraparound Edition:</b> DI 567, 569; DMI 566, 568; ELLS 566, 568; FA 571</p>
<p><b>P.EN.04.52</b> Create a simple working electromagnet and explain the conditions necessary to make the electromagnet.</p>	<p><b>Student Edition:</b> 580-581 <i>Quick Lab</i> 580</p> <p><b>Teacher Wraparound Edition:</b> ELLS 581</p>
<p><b>Properties of Matter</b></p>	
<p><i><b>K-7 Standard P.PM:</b> Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared. Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is composed of combinations of elements, which are organized by common attributes and characteristics on the Periodic Table. Understand that substances can be classified as mixtures or compounds and according to their physical and chemical properties.</i></p>	
<p><b>P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.</b></p>	
<p><b>P.PM.04.16</b> Measure the weight (spring scale) and mass (balances in grams or kilograms) of objects.</p>	<p><b>Student Edition:</b> 412, 426, R5-R6 <i>Explore</i> 445 <i>Focus on Skills</i> 332-333, 428-429 <i>Quick Lab</i> 289</p> <p><b>Teacher Wraparound Edition:</b> AE 369; EMI R5; FA 427</p>
<p><b>P.PM.04.17</b> Measure volumes of liquids and capacities of containers in milliliters and liters.</p>	<p><b>Student Edition:</b> 423, R5 <i>Explore</i> 445 <i>Focus on Skills</i> 134-135, 464-465 <i>Math in Science</i> 419 <i>Quick Lab</i> 143, 425, 470</p> <p><b>Teacher Wraparound Edition:</b> FA 427</p>
<p><b>P.PM.04.18</b> Demonstrate the use of centimeter cubes poured into a container to estimate the container's capacity.</p>	<p><b>Student Edition:</b> 413, 423 <i>Math in Science</i> 419</p>

STANDARDS	PAGE REFERENCES
<p><b>P.PM.E.2 States of Matter-</b> Matter exists in several different states: solids, liquids, and gases. Each state of matter has unique physical properties. Gases are easily compressed, but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.</p>	
<p><b>P.PM.04.23</b> Compare and contrast the states (solids, liquids, gases) of matter.</p>	<p><b>Student Edition:</b> 414-415 <i>Explore</i> 411 <i>Lesson Review</i> 417 <i>Quick Lab</i> 415 <b>Teacher Wraparound Edition:</b> AE 411; DMI 414; ELLS 415; EMI 414; FA 417; WU 410</p>
<p><b>P.PM.E.3 Magnets-</b> Magnets can repel or attract other magnets. Magnets can also attract certain non-magnetic objects at a distance.</p>	
<p><b>P.PM.04.33</b> Demonstrate magnetic field by observing the patterns formed with iron filings using a variety of magnets.</p>	<p><b>Student Edition:</b> 578-579</p>
<p><b>P.PM.04.34</b> Demonstrate that non-magnetic objects are affected by the strength of the magnet and the distance away from the magnet.</p>	<p><b>Student Edition:</b> 576-577 <i>Quick Lab</i> 580 <b>Teacher Wraparound Edition:</b> EMI 576</p>
<p><b>P.PM.E.5 Conductive and Reflective Properties-</b> Objects vary to the extent they absorb and reflect light energy and conduct heat and electricity.</p>	
<p>P.PM.04.53 Identify objects that are good conductors or poor conductors of heat and electricity.</p>	<p><b>Student Edition:</b> 433, 533 <i>Chapter Review</i> 589 <i>Explore</i> 431, 529 <i>Focus on Skills</i> 536-537 <i>Writing Link</i> 535 <b>Teacher Wraparound Edition:</b> AE 529; HA 534; SB 576</p>

STANDARDS	PAGE REFERENCES
<b>Changes in Matter</b>	
<i>K-7 Standard P.CM: Develop an understanding of changes in the state of matter in terms of heating and cooling, and in terms of arrangement and relative motion of atoms and molecules. Understand the differences between physical and chemical changes. Develop an understanding of the conservation of mass. Develop an understanding of products and reactants in a chemical change.</i>	
<b>P.CM.E.1 Changes in State- Matter can be changed from one state (liquid, solid, gas) to another and then back again. This may be caused by heating and cooling.</b>	
<b>P.CM.04.11</b> Explain how matter can change from one state (liquid, solid, gas) to another by heating and cooling.	<b>Student Edition:</b> 446, 448-449, 534 <i>Look and Wonder</i> 410 <i>Quick Lab</i> 415, 449 <b>Teacher Wraparound Edition:</b> DI 414, 449; DMI 448, 534; SB 530; WU 410
<b>LIFE SCIENCE</b>	
<b>Organization of Living Things</b>	
<i>K-7 Standard L.OL: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animal can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</i>	
<b>L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</b>	
<b>L.OL.04.15</b> Determine that plants require air, water, light, and a source of energy and building material for growth and repair.	<b>Student Edition:</b> 22-23, 48-51, 64 <i>Be a Scientist</i> 56-57 <i>Explore</i> 59, 149 <i>Focus on Skills</i> 134-135 <i>Lesson Review</i> 55 <i>Quick Lab</i> 131 <b>Teacher Wraparound Edition:</b> AE 149; DMI 22, 48, 50; WU 58

STANDARDS	PAGE REFERENCES
<p><b>L.OL.04.16</b> Determine that animals require air, water, and a source of energy and building material for growth and repair.</p>	<p><b>Student Edition:</b> 22-23, 152-153, 156 <i>Explore</i> 149 <i>Literature</i> 125 <i>Look and Wonder</i> 148</p> <p><b>Teacher Wraparound Edition:</b> AE 149; APK 148; DMI 22, 150; EMI 153; FA 157; WU 148</p>
<b>EVOLUTION</b>	
<p><i><b>K-7 Standard L.EV:</b> Develop an understanding that plants and animals have observable parts and characteristics that help them survive and flourish in their environments. Understand that fossils provide evidence that life forms have changed over time and were influenced by changes in environmental conditions. Understand that life forms either change (evolve) over time or risk extinction due to environmental changes and describe how scientists identify the relatedness of various organisms based on similarities in anatomical features.</i></p>	
<p><b>L.EV.E.2 Survival- Individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing.</b></p>	
<p><b>L.EV.04.21</b> Identify individual differences (for example: color, leg length, size, wing size) in organisms of the same kind.</p>	<p><b>Student Edition:</b> 66-67</p> <p><b>Teacher Wraparound Edition:</b> DI 67; IM 282; UV 66; WU 164</p>
<p><b>L.EV.04.22</b> Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproduction.</p>	<p><b>Student Edition:</b> <i>Focus on Skills</i> 172-173</p> <p><b>Teacher Wraparound Edition:</b> SB 166; WU 164</p>
<b>Ecosystems</b>	
<p><i><b>K-7 Standard L.EC:</b> Develop an understanding of the interdependence of the variety of populations, communities and ecosystems, including those in the Great Lakes region. Develop an understanding of different types of interdependence and that biotic (living) and abiotic (non-living) factors affect the balance of an ecosystem. Understand that all organisms cause changes, some detrimental and others beneficial, in the environment where they live.</i></p>	
<p><b>L.EC.E.1 Interactions- Organisms interact in various ways including providing food and shelter to one another. Some interactions are helpful: others are harmful to the organism and other organisms.</b></p>	
<p><b>L.EC.04.11</b> Identify organisms as part of a food chain or food web.</p>	<p><b>Student Edition:</b> 152-155 <i>Art Link</i> 157</p> <p><b>Teacher Wraparound Edition:</b> DI 154; EMI 153; FA 157; UV 154</p>

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<p><b>L.EC.E.2 Changed Environment Effects- When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.</b></p>	
<p><b>L.EC.04.21</b> Explain how environmental changes can produce a change in the food web.</p>	<p><b>Student Edition:</b>  184-189  <i>Chapter Review</i> 161, 195  <i>Explore</i> 183  <i>Reading in Science</i> 192-193  <b>Teacher Wraparound Edition:</b>  AE 183; AM 155; EMI 185; UV 153</p>
<p><b>EARTH SCIENCE</b>  <b>Earth in Space and Time</b></p>	
<p><i><b>K-7 Standard E.ST:</b> Develop an understanding that the sun is the central and largest body in the solar system and that Earth and other objects in the sky move in a regular and predictable motion around the sun. Understand that those motions explain the day, year, moon phases, eclipses and the appearance of motion of objects across the sky. Understand that gravity is the force that keeps the planets in orbit around the sun and governs motion in the solar system. Develop an understanding that fossils and layers of Earth provide evidence of the history of Earth's life forms, changes over long periods of time, and theories regarding Earth's history and continental drift.</i></p>	
<p><b>E.ST.E.1 Characteristics of Objects in the Sky- Common objects in the sky have observable characteristics.</b></p>	
<p><b>E.ST.04.11</b> Identify common objects in the sky, such as the sun and the moon.</p>	<p><b>Student Edition:</b>  370-374, 380-388, 396-398  <i>Be a Scientist</i> 400-401  <i>Chapter Review</i> 403  <i>Focus on Skills</i> 376-377  <i>Quick Lab</i> 397  <b>Teacher Wraparound Edition:</b>  APK 378; FA 399; HA 388, 398; IW 376; WU 368, 392</p>
<p><b>E.ST.04.12</b> Compare and contrast the characteristics of the sun, moon and Earth, including relative distances and abilities to support life.</p>	<p><b>Student Edition:</b>  371, 373  <i>Explore</i> 379  <i>Lesson Review</i> 375  <b>Teacher Wraparound Edition:</b>  DMI 370, 372</p>

STANDARDS	PAGE REFERENCES
<b>E.ST.E.2 Patterns of Objects in the Sky- Common objects in the sky have observable characteristics and predictable patterns of movement.</b>	
<b>E.ST.04.21</b> Describe the orbit of the Earth around the sun as it defines a year.	<b>Student Edition:</b> 362 <b>Teacher Wraparound Edition:</b> DMI 362; FA 365
<b>E.ST.04.22</b> Explain that the spin of the Earth creates day and night.	<b>Student Edition:</b> 360-361 <i>Explore</i> 359 <i>Lesson Review</i> 365 <b>Teacher Wraparound Edition:</b> APK 358; DMI 360; FA 365
<b>E.ST.04.23</b> Describe the motion of the moon around the Earth.	<b>Student Edition:</b> 372-373 <i>Lesson Review</i> 375 <i>Quick Lab</i> 373 <b>Teacher Wraparound Edition:</b> APK 368; DMI 372
<b>E.ST.04.24</b> Explain how the visible shape of the moon follows a predictable cycle which takes approximately one month.	<b>Student Edition:</b> 372-373 <i>Focus on Skills</i> 376-377 <b>Teacher Wraparound Edition:</b> DI 372; DMI 372; EMI 373; IW 376
<b>E.ST.04.25</b> Describe the apparent movement of the sun and moon across the sky through day/night and the seasons.	<b>Student Edition:</b> 361, 364, 373 <i>Look and Wonder</i> 358 <b>Teacher Wraparound Edition:</b> DMI 360; WU 358
<b>E.ST.E.3 Fossils- Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.</b>	
<b>E.ST.04.31</b> Explain how fossils provide evidence of the history of the Earth.	<b>Student Edition:</b> 274-277 <i>Be a Scientist</i> 282-283 <i>Explore</i> 273 <i>Look and Wonder</i> 272 <b>Teacher Wraparound Edition:</b> AE 273; APK 272; DI 277; UV 276

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<p><b>E.ST.04.32</b> Compare and contrast life forms found in fossils and organisms that exist today.</p>	<p><b>Student Edition:</b>  274-277  <i>Be a Scientist</i> 282-283  <i>Look and Wonder</i> 272</p> <p><b>Teacher Wraparound Edition:</b>  DMI 276</p>