

| Core Content   | Supporting Books   |
|--|--|
| <p><b>SC-EP-1.1.1</b><br/> <b>Students will classify material objects by their properties providing evidence to support their classifications.</b></p> <p><b>Objects are made of one or more materials such as paper, wood and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials.</b></p> | <p>Bradley, K. (2001). <i>Pop! A book about bubbles</i>. New York: HarperCollins Publishers.</p> <p>Bryant-Mole, K. (1997). <i>Texture</i>. Parsippany, NJ: Silver Press.</p> <p>Royston, A. (2006). <i>Let's look at pebbles</i>. Chicago: Heinemann Library.</p>   |
| <p><i>SC-EP-1.1.2</i><br/> <i>Students will understand that objects have many observable properties such as size, mass, shape, color, temperature, magnetism and the ability to interact and/or to react with other substances. Some properties can be measured using tools such as metric rulers, balances and thermometers.</i></p>  | <p>Barkan, J. (2006). <i>What is density?</i> New York: Scholastic, Inc.</p> <p>Gardner, R. (2003). <i>Really hot science projects with temperature</i>. Berkeley Heights, NJ: Enslow Publishers, Inc.</p> <p>Gordon, M. (1995). <i>Fun with heat</i>. New York: Thomson Learning.</p> <p>Harris, N. (2004). <i>How big?</i> Farmington Hills, MI: Blackbirch Press.</p> <p>Hoban, T. (1988). <i>Look! Look! Look!</i> New York: Greenwillow Books.</p> <p>Loughran, D. (2004). <i>How long is it?</i> New York: Scholastic.</p> <p>Trumbauer, L. (2006). <i>What is volume?</i> New York: Scholastic.</p> |
| <p><b>SC-EP-1.1.3</b><br/> <b>Students will describe the properties of water as it occurs as a solid, liquid or gas.</b></p> <p><b>Matter (water) can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.</b></p>  | <p>Centennial Centre of Science and Technology (1998). <i>Solids, liquids, and gases</i>. Buffalo, NY: Kids Can Press, Ltd.</p> <p>Ehlert, L. (1995). <i>Snowballs</i>. New York: Harcourt, Brace &amp; Co.</p> <p>Mason, A. (2006). <i>Change it! Solids, liquids, gases and you</i>. Tonawanda, NY: Kids Can Press.</p> <p>Neye, E. (2002). <i>Water</i>. New York: Grosset &amp; Dunlap.</p>  |

|  |  |
|--|--|
|  | <p>Parker, S. (2005). <i>The science of water</i>. Chicago: Heinemann Library.</p> <p>Parker, S. (2005). <i>The science of air</i>. Chicago: Heinemann Library.</p>  |
| <p><b>SC-EP-1.2.1</b><br/> <b>Students will describe and make inferences about the interactions of magnets with other magnets and other matter (e.g., magnets can make some things move without touching them).</b></p> <p><b>Magnets have observable properties that allow them to attract and repel each other and attract certain kinds of other materials (e.g., iron). Based on the knowledge of the basic properties of magnets, predictions can be made and conclusions drawn about their interactions with other common objects.</b></p> | <p>Branley, F. (1996). <i>What makes a magnet?</i> New York: HarperTrophy.</p> <p>Cooper, C. (2004). <i>Science answers: Magnetism</i>. Chicago: Heinemann Library.</p> <p>Gardner, R. (2006). <i>Energizing science projects with electricity and magnetism</i>. Berkeley Heights, NJ: Enslow Publishers, Inc.</p> <p>Schreiber, A. (2003). <i>Magnets (All Aboard Science Reader)</i>. New York: Grosset &amp; Dunlap.</p> <p>Seddon, T. (2004). <i>Magnets everywhere</i>. New York: McGraw-Hill.</p> |
| <p><b>SC-EP-1.2.2</b><br/> <b>Students will describe the change in position over time (motion) of an object.</b></p> <p><b>An object's motion can be observed, described, compared and graphed by measuring its change in position over time.</b></p>  | <p>Branley, F. (2002). <i>The sun: Our nearest star</i>. New York: HarperCollins.</p> <p>Bulla, C. (1994). <i>What makes a shadow?</i> New York: HarperCollins Publishers.</p> <p>Gibbons, G. (1997). <i>The moon book</i>. New York: Holiday House.</p>   |
| <p><b>SC-EP-1.2.3</b><br/> <b>Students will describe the position and motion of objects and predict changes in position and motion as related to the strength of pushes and pulls.</b></p> <p><b>The position and motion of objects can be changed by pushing or pulling, and can be explored in a variety of ways (such as rolling different objects down different ramps). The amount of change in position and motion is related to the strength of the push or pull</b></p>  | <p>Angliss, S. (2001). <i>Forces and motion</i>. New York: Kingfisher.</p> <p>Bradley, K. (2005). <i>Forces make things move</i>. New York: HarperTrophy.</p> <p>Challoner, J. (1997). <i>Push and pull</i>. Austin, TX: Raintree Steck-Vaughn Publishers.</p> <p>Dahl, M. (1996). <i>Levers</i>. Mankato, MN: Bridgestone Books.</p>  |

|  |   |
|--|---|
| <p><b>(force). The force with which a ball is hit illustrates this principle. By examining cause and effect relationships related to forces and motions, consequences of change can be predicted.</b></p>  | <p>Dahl, M. (1996). <i>Pulleys</i>. Mankato, MN: Bridgestone Books.</p> <p>Gibson, G. (1995). <i>Pushing and pulling</i>. Brookfield, CT: Copper Beach Books.</p> <p>Hewitt, S. (2003). <i>Forces and motion</i>. North Mankato, MN: Chrysalis Education.</p> <p>Llewellyn, C. (2004). <i>And everyone shouted, "Pull!"</i> Minneapolis: Picture Window Books.</p> <p>Rush, C. (1997). <i>Levers</i>. Austin, TX: Raintree Steck-Vaughn Publishers.</p> <p>Rush, C. (1997). <i>Slopes</i>. Austin, TX: Raintree Steck-Vaughn Publishers.</p> <p>Whitehouse, P. (2007). <i>Moving machines</i>. Vero Beach, FL: Rourke Publishing LLC.</p> |
| <p><i>SC-EP-1.2.4</i><br/><i>Students will understand that the position of an object can be described by locating it relative to another object or the background. The position can be described using phrases such as to the right, to the left, 50 cm from the other object.</i></p> | <p>Marzollo, J. &amp; Wick, W. (1993). <i>I spy fun house: a book of picture riddles</i>. New York: Scholastic, Inc.</p> <p>Marzollo, J. &amp; Wick, W. (1992). <i>I spy: a book of picture riddles</i>. New York: Scholastic, Inc.</p> <p>Marzollo, J. &amp; Wick, W. (1992). <i>I spy fantasy: a book of picture riddles</i>. New York: Scholastic, Inc.</p> <p>Marzollo, J. &amp; Wick, W. (1992). <i>I spy school day: a book of picture riddles</i>. New York: Scholastic, Inc.</p>  |
| <p><b>SC-EP-2.3.1</b><br/><b>Students will describe earth materials (solid rocks, soils, water and gases of the atmosphere) using their properties.</b></p> <p><b>Earth materials include solid rocks and soils, water and the gases of</b></p>  | <p>Cefrey, H. (2003). <i>Igneous rocks</i>. New York: Power Kids Press.</p> <p>Gans, R. (1997). <i>Let's go rock collecting</i>. New York: HarperCollins Publishers.</p>  |

|  |   |
|--|---|
| <p><b>the atmosphere. Minerals that make up rocks have properties of color, luster and hardness. Soils have properties of color, texture, the capacity to retain water and the ability to support plant growth. Water on Earth and in the atmosphere can be a solid, liquid or gas.</b></p>  | <p>Gardner, R. (2008). <i>Smashing science projects about earth's rocks and minerals</i>. Berkeley Heights, NJ: Enslow Publishers, Inc.</p> <p>Martin, B. &amp; Sampson, M. (2006). <i>I love our earth</i>. Watertown, MA: Charlesbridge.</p> <p>Cefrey, H. (2003). <i>Metamorphic rocks</i>. New York: Power Kids Press.</p> <p>Prager, E. (2000). <i>Sand</i>. Washington, DC: National Geographic Society.</p>  |
| <p><b>SC-EP-2.3.2</b><br/><b>Students will describe patterns in weather and weather data in order to make simple predictions based on those patterns discovered.</b></p> <p><b>Weather changes from day to day and over seasons. Weather can be described using observations and measurable quantities such as temperature, wind direction, wind speed and precipitation. Simple predictions can be made by analyzing collected data for patterns.</b></p> | <p>Ashwell, M. (1999). <i>Watching the weather</i>. Des Plaines, IL: Reed Educational and Professional Publishing.</p> <p>Branley, F. (1997). <i>Down comes the rain</i>. New York: HarperCollins.</p> <p>Cash, M. (2003). <i>What makes the seasons?</i> New York: Viking.</p> <p>Cobb, V. (2003). <i>I face the wind</i>. New York: HarperCollins Publishers.</p> <p>DeWitt, L. (1991). <i>What will the weather be?</i> New York: HarperCollins Publishers.</p> <p>The Editors of <i>Time for Kids</i> &amp; Dickstein, L. (2006). <i>Storms!</i> New York: Time, Inc.</p> <p>Hesse, K. (1999). <i>Come on, rain!</i> New York: Scholastic, Inc.</p> <p>Kespert, D. (1999). <i>Weather</i>. Chicago: World Book Encyclopedia.</p> <p>Sherman, J. (2004). <i>Splish! Splash! A book about rain</i>. Minneapolis: Picture Window Books.</p> <p>Simon, S. (1997). <i>Lightning</i>. New York: Scholastic, Inc.</p> <p>Wiesner, D. (1990). <i>Hurricane</i>. New York: Clarion Books.</p> <p>Williams, J. (2005). <i>How does the sun make weather?</i> Berkeley</p> |

|   |   |
|---|---|
| <p><b>SC-EP-2.3.3</b><br/><b>Students will describe the properties, locations and real or apparent movements of objects in the sky (Sun, moon).</b></p> <p><b>Objects in the sky have properties, locations and real or apparent movements that can be observed and described. Observational data, patterns and models should be used to describe real or apparent movements.</b></p> | <p>Heights, NJ: Enslow Publishers, Inc.</p> <p>Barner, B. (2002). <i>Stars! stars! stars!</i> San Francisco: Chronicle Books.</p> <p>Branley, F. (1981). <i>The planets in our solar system</i>. New York: HarperCollins Publishers.</p> <p>Branley, F. (1981). <i>The sky is full of stars</i>. New York: HarperCollins Publishers.</p> <p>Branley, F. (2002). <i>The sun: Our nearest star</i>. New York: HarperCollins.</p> <p>George, J. (1999). <i>Morning, noon, and night</i>. New York: HarperCollins Publishers.</p> <p>Gibbons, G. (1997). <i>The moon book</i>. New York: Holiday House.</p> <p>Gibbons, G. (1983). <i>Sun up, sun down</i>. New York: Scholastic, Inc.</p> <p>Landau, E. (2008). <i>The moon</i>. New York: Scholastic.</p> <p>Landau, E. (2008). <i>The sun</i>. New York: Scholastic.</p> <p>Muirden, J. (1998). <i>Seeing stars</i>. Cambridge, MA: Candlewick Press.</p> <p>Rockwell, A. (1999). <i>Our stars</i>. New York: Harcourt Brace &amp; Co.</p> <p>Tomecek, S. (2003). <i>Stars</i>. Washington, DC: National Geographic Society.</p> |
| <p><b>SC-EP-2.3.4</b><br/><b>Students will describe the movement of the sun in the sky using evidence of interactions of the sun with the earth (e.g., shadows, position of sun relative to horizon) to identify patterns of movement.</b></p>  | <p>Branley, F. (1981). <i>The sky is full of stars</i>. New York: HarperCollins Publishers.</p> <p>Branley, F. (2002). <i>The sun: Our nearest star</i>. New York:</p>  |

|   |  |
|---|--|
| <p><b>Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slowly over seasons. Recognizing relationships between movements of objects and resulting phenomena, such as shadows, provides information that can be used to make predictions and draw conclusions about those movements.</b></p> | <p>HarperCollins.</p> <p>Bulla, C. (1994). <i>What makes a shadow?</i> New York: HarperCollins Publishers.</p> <p>Gardner, R. (2008). <i>Far out science projects about earth's sun and moon.</i> Berkeley Heights, NJ: Enslow Publishers, Inc.</p> <p>George, J. (1999). <i>Morning, noon, and night.</i> New York: HarperCollins Publishers.</p> <p>Gibbons, G. (1983). <i>Sun up, sun down.</i> New York: Scholastic, Inc.</p> <p>Landau, E. (2008). <i>The moon.</i> New York: Scholastic.</p> <p>Landau, E. (2008). <i>The sun.</i> New York: Scholastic.</p> |
| <p><i>SC-EP-2.3.5</i><br/><i>Students will understand that the moon appears to move across the sky on a daily basis much like the Sun. The observable shape of the moon can be described as it changes from day to day in a cycle that lasts about a month.</i></p>   | <p>Fowler, A. (1994). <i>When you look up at the moon.</i> Chicago: Children's Press.</p> <p>Gibbons, G. (1997). <i>The moon book.</i> New York: Holiday House.</p> <p>Landau, E. (2008). <i>The moon.</i> New York: Scholastic.</p> <p>Rockwell, A. (1999). <i>Our stars.</i> New York: Harcourt, Brace &amp; Co.</p>   |
| <p><b>SC-EP-3.4.1</b><br/><b>Students will explain the basic needs of organisms.</b></p> <p><b>Organisms have basic needs. For example, animals need air, water and food; plants need air, water, nutrients and light. Organisms can survive only in environments in which their needs can be met.</b></p>  | <p>Allen, N. (2005). <i>Whose food is this?</i> Minneapolis: Picture Window Books.</p> <p>Fleming, D. (1993). <i>In the small, small pond.</i> New York: Henry Holt and Company, Inc.</p> <p>Fleming, D. (1991). <i>In the tall, tall grass.</i> New York: Henry Holt and Company, Inc.</p>  |

|  |   |
|--|---|
|  | <p>Fraser, M. (1999). <i>Where are the night animals?</i> New York: Harper Collins.</p> <p>Greenwood, E. (2001). <i>Rain forest</i>. New York: DK Publishing, Inc.</p> <p>Grieverson, M. (2006). <i>World about us: plants</i>. Mankato, MN: Aladdin Books, Ltd.</p> <p>Kudlinski, K. (2005). <i>What do roots do?</i> Chanhassen, MN: NorthWord Books for Young Readers.</p> <p>Phillips, D. (2006). <i>Find it at the beach</i>. Milwaukee: Garth Stevens Publishing.</p> <p>Phillips, D. (2006). <i>Find it in a rainforest</i>. Milwaukee: Garth Stevens Publishing.</p> <p>Phillips, D. (2006). <i>Find it in the desert</i>. Milwaukee: Garth Stevens Publishing.</p> |
| <p><i>SC-EP-3.4.2</i><br/><i>Students will understand that things in the environment are classified as living, nonliving and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).</i></p> | <p>Ballance, A. (2002). <i>Climbers</i>. Parsippany, NJ: Dominie Press.</p> <p>Ballance, A. (2002). <i>Dark dwellers</i>. Parsippany, NJ: Dominie Press.</p> <p>Ballance, A. (2002). <i>Fliers and gliders</i>. Parsippany, NJ: Dominie Press.</p> <p>Barner, B. (2001). <i>Dinosaur Bones</i>. San Francisco: Chronicle Books.</p> <p>Bedoyere, C. (2005). <i>Why why why are orang-utans so hairy?</i> Great Bardfield, Essex: Miles Kelly Publishing, Ltd.</p> <p>Heller, R. (1999). <i>Animals born alive and well</i>. New York: Grosset &amp; Dunlap, Inc.</p>  |

|  |  |
|--|--|
|  | <p>Hughes, M. (2004). <i>Spiders</i>. Chicago: Raintree.</p> <p>Olien, R. (2007). <i>What happened to the dinosaurs?</i> Mankato, MN: Capstone Press.</p> <p>Phillips, D. (2006). <i>Find it at the beach</i>. Milwaukee: Garth Stevens Publishing.</p> <p>Wheeler, L. (2006). <i>Mammoths on the move</i>. Orlando: Harcourt, Inc.</p>  |
| <p><b>SC-EP-3.4.3</b><br/><b>Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival.</b></p> <p><b>Each plant or animal has observable structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing and talking. These observable structures should be explored to sort, classify, compare and describe organisms.</b></p> | <p>Ballance, A. (2002). <i>Climbers</i>. Parsippany, NJ: Dominie Press.</p> <p>Ballance, A. (2002). <i>Dark dwellers</i>. Parsippany, NJ: Dominie Press.</p> <p>Ballance, A. (2002). <i>Divers</i>. Parsippany, NJ: Dominie Press</p> <p>Ballance, A. (2002). <i>Fliers and gliders</i>. Parsippany, NJ: Dominie Press.</p> <p>Ballance, A. (2002). <i>Swimmers..</i> Parsippany, NJ: Dominie Press.</p> <p>Barner, B. (2001). <i>Dinosaur Bones</i>. San Francisco: Chronicle Books.</p> <p>Cowley, J. (2005). <i>Chameleon, Chameleon</i>. New York: Scholastic, Inc.</p> <p>Gibbons, G. (2005). <i>Owls</i>. New York: Holiday House.</p> <p>Gibbons, G. (1998). <i>Soaring with the wind</i>. New York: Morrow Junior Books.</p> <p>Grieverson, M. (2006). <i>World about us: plants</i>. Mankato, MN: Aladdin Books, Ltd.</p> <p>Heller, R. (1992). <i>How to hide a butterfly</i>. New York: Scholastic, Inc.</p> <p>Hodge, D. (2004). <i>Ants</i>. Denver: Kids Can Press.</p> <p>Jenkins, S. (1995). <i>Biggest, strongest, fastest</i>. New York: Scholastic,</p> |

|   |  |
|---|--|
|   | <p>Inc.</p> <p>Jenkins, S. (1997). <i>What do you do when something wants to eat you?</i> Boston: Houghton Mifflin Co.</p> <p>Jenkins, S. &amp; Page, R. (2003). <i>What do you do with a tail like this?</i> Boston: Houghton Mifflin Co.</p> <p>Kudlinski, K. (2005). <i>What do roots do?</i> Chanhassen, MN: NorthWord Books for Young Readers.</p> <p>Patent, D. (1998). <i>Bold and bright, black and white animals.</i> New York: Walker Publishing Company.</p> <p>Perkins, W. (2007). <i>Let's look at animal ears.</i> Mankato, MN: Capstone Press.</p> <p>Phillips, D. (2006). <i>Find it at the beach.</i> Milwaukee: Garth Stevens Publishing.</p> <p>Phillips, D. (2006). <i>Find it in a rainforest.</i> Milwaukee: Garth Stevens Publishing.</p> <p>Phillips, D. (2006). <i>Find it in the desert.</i> Milwaukee: Garth Stevens Publishing.</p> <p>Smith, P. (2006). <i>Animal hide and seek.</i> New York: DK Publishing.</p> <p>Stockdale, S. (1996). <i>Some sleep standing up.</i> New York: Simon &amp; Schuster.</p> |
| <p><b>SC-EP-3.4.4</b><br/><b>Students will describe a variety of plant and animal life cycles to understand patterns of the growth, development, reproduction and death of an organism.</b></p> <p><b>Plants and animals have life cycles that include the beginning of life,</b></p> | <p>Collard, S. (2002). <i>Leaving home.</i> Boston: Houghton Mifflin Co.</p> <p>DePalma, M. (2005). <i>A grand old tree.</i> New York: Arthur A. Levine Books.</p> <p>Ehlert, L. (1991). <i>Red leaf, yellow leaf.</i> New York: Harcourt Brace &amp; Co.</p>  |

**growth and development, reproduction and death. The details of a life cycle are different for different organisms. Observations of different life cycles should be made in order to identify patterns and recognize similarities and differences.**

Gibbons, G. (2005). *Chicks and chickens*. New York: Holiday House.

Gibbons, G. (1993). *Frogs*. New York: Holiday House.

Gibbons, G. (1991). *From seed to plant*. New York: Holiday House.

Heiligman, D. (1996). *From caterpillar to butterfly*. New York: HarperCollins Publishers.

Heller, R. (1981). *Chicks aren't the only ones*. New York: Scholastic, Inc.

Kent, J. (1982). *The caterpillar and the polliwog*. New York: Simon & Schuster Books for Young Readers.

Llewellyn, C. (2003). *Starting life: frog*. Chanhassen, MN: NorthWord Books for Young Readers.

Maestro, B. (1992). *How do apples grow?* New York: HarperCollins Publishers.

Oppenheim, J. (1995). *Have you seen trees?* New York: Scholastic Inc.

Pfeffer, W. (1994). *From tadpole to frog*. New York: HarperCollins Publishers.

Pfeffer, W. (2004). *From seed to pumpkin*. New York: HarperCollins Publishers.

Rockwell, A. (2003). *Two blue jays*. New York: NY: Walker & Company.

Tagliaferro, L. (2007). *The life cycle of an oak tree*. Mankato, MN: Capstone Press.

Wallace, K. (1998). *Tale of a tadpole*. New York: DK Publishing, Inc.

|  |  |
|--|--|
|  | <p>Wallace, K. (2000). <i>Wild baby animals</i>. New York: DK Publishing, Inc..</p> <p>Zoehfeld, K. <i>From tadpole to frog</i>. New York: Scholastic.</p>   |
| <p><b>SC-EP-3.5.1</b><br/><b>Students will describe fossils as evidence of organisms that lived long ago, some of which may be similar to others that are alive today.</b></p> <p><b>Fossils found in Earth materials provide evidence about organisms that lived long ago and the nature of the environment at that time. Representations of fossils provide the basis for describing and drawing conclusions about the organisms and basic environments represented by them.</b></p> | <p>Barner, B. (2001). <i>Dinosaur bones</i>. San Francisco: Chronicle Books.</p> <p>Brandenberg, A. (1990). <i>Fossils tell of long ago</i>. New York: HarperCollins Publishers.</p> <p>Gibbons, G. (2005). <i>Dinosaur discoveries</i>. New York: Holiday House.</p> <p>Kudlinski, K. (2005). <i>Boy, were we wrong about dinosaurs</i>. New York: Dutton Children’s Books.</p> <p>Pallotta, J. &amp; Masiello, R. (1993). <i>The extinct alphabet book</i>. Watertown, MA: Charlesbridge.</p> <p>Walker, S. (2001). <i>Mary Anning: Fossil Hunter</i>. Minneapolis: Carolrhoda Books, Inc.</p> |
| <p><b>SC-EP-4.6.1</b><br/><b>Students will describe basic relationships of plants and animals in an ecosystem (food chains).</b></p> <p><b>Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants. Basic relationships and connections between organisms in food chains can be used to discover patterns within ecosystems.</b></p>   | <p>Allen, N. (2005). <i>Whose food is this?</i> Minneapolis: Picture Window Books.</p> <p>DePalma, M. (2005). <i>A grand old tree</i>. New York: Arthur A. Levine Books.</p> <p>Jenkins, S. (1997). <i>What do you do when something wants to eat you?</i> Boston: Houghton Mifflin Co</p> <p>Lauber, P. (1995). <i>Who eats what?</i> New York: HarperCollins Publishers.</p> <p>Taback, S. (1997). <i>There was an old lady who swallowed a fly</i>. New</p>   |

|   |   |
|---|---|
| <p><b>SC-EP-4.6.2</b><br/> <b>Students will describe evidence of the sun providing light and heat to the Earth.</b></p> <p><b>Simple observations and investigations begin to reveal that the Sun provides the light and heat necessary to maintain the temperature of Earth. Based on those experiences, the conclusion can be drawn that the Sun's light and heat are necessary to sustain life on Earth.</b></p> | <p>York: Scholastic, Inc.</p> <p>Bang, M. (2004). <i>My light</i>. New York: Scholastic, Inc.</p> <p>Branley, F. (2002). <i>The sun: Our nearest star</i>. New York: HarperCollins.</p> <p>Kaner, E. (2007). <i>Who likes the sun?</i> Tonawanda, NY: Kids Can Press Ltd.</p> <p>Williams, J. (2005). <i>How does the sun make weather?</i> Berkeley Heights, NJ: Enslow Publishers, Inc.</p> |
| <p><b>SC-EP-4.6.3</b><br/> <b>Students will analyze models of basic electrical circuits using batteries, bulbs and wires, in order to determine whether a simple circuit is open or closed.</b></p> <p><b>Electricity in circuits can produce light. Describing and comparing models demonstrates basic understanding of circuits.</b></p>  | <p>Bryant-Mole, K. (1997). <i>Electricity</i>. Crystal Lake, IL: Rigby Interactive Library.</p> <p>Cast, C. (1992). <i>Where does electricity come from?</i> Hauppauge, NY: Barron's Educational Series, Inc.</p> <p>Gordon, M. (1996). <i>Electricity and magnetism</i>. New York: Thomson Learning.</p> <p>Trumbauer, L. (2004). <i>All about light</i>. New York: Scholastic, Inc.</p>     |
| <p><b>SC-EP-4.6.4</b><br/> <b>Students will describe light as traveling in a straight line until it strikes an object.</b></p> <p><b>Light can be observed and described as it travels in a straight line until it strikes an object.</b></p>   | <p>Gardner, R. (2006). <i>Dazzling science projects with light and color</i>. Berkeley Heights, NJ.</p> <p>Trumbauer, L. (2004). <i>All about light</i>. New York: Scholastic, Inc.</p>   |
| <p><b>SC-EP-4.7.1</b><br/> <b>Students will describe the cause and effect relationships existing between organisms and their environments.</b></p>  | <p>DePalma, M. (2005). <i>A grand old tree</i>. New York: Arthur A. Levine Books.</p> <p><i>Endangered animals dictionary: an A to Z of threatened species</i>. (2004).</p>   |

**The world has many different environments. Organisms require an environment in which their needs can be met. When the environment changes some plants and animals survive and reproduce and others die or move to new locations.**

New York: Scholastic.

Fleming, D. (1991). *In the small, small pond*. New York: Henry Holt and Company, Inc.

Fleming, D. (1993). *In the tall, tall grass*. New York: Henry Holt and Company, Inc.

Fowler, A. (2000). *Animals on the move*. New York: Children's Press.

Jenkins, S. (2006). *Almost gone*. New York: HarperCollins Publishers.

Marsico, K. (2007). *A home on the tundra*. New York: Scholastic, Inc.

Olien, R. (2007). *What happened to the dinosaurs?* Mankato, MN: Capstone Press.

Peet, B. (1970). *The wump world*. Boston: Houghton Mifflin.

Phillips, D. (2006). *Find it at the beach*. Milwaukee: Garth Stevens Publishing.

Phillips, D. (2006). *Find it in a rainforest*. Milwaukee: Garth Stevens Publishing.

Phillips, D. (2006). *Find it in the desert*. Milwaukee: Garth Stevens Publishing.

Taylor-Butler, C. (2007). *A home in the coral reef*. New York: Scholastic, Inc.

Wheeler, L. (2006). *Mammoths on the move*. Orlando: Harcourt, Inc.