



HMH Highlights

The things you will **L♥VE**

DEMO INFO

Logging into Your Preview Account

We're excited to help you get started by logging into *Ed*[®], the HMH[®] learning platform. For easy access, please copy and paste the URL and login credentials below.

- 1 Go to www.hmhco.com/reviewtxsciencek8
- 2 For State: Type EVALUATOR
- 3 For District: Type **Texas Into Science K-8c-91010600**
- 4 Enter USERNAME and PASSWORD*

User View	Username	Password
Teacher View	TX_Teacher1	Easy123!
Student View	TX_Student40	Easy123!

Lessons can be taught in 30 minutes. For upper grades, these lessons can be extended with writing, challenge activities and discussion.

TEKS 5.6.A – Planning

Lesson at a Glance

TIME **9 days** (30 minutes per day)

Compare and Contrast Properties of Matter

Texas Essential Knowledge and Skills

Matter and energy

5.6.A: compare and contrast matter based on measurable, testable, or observable physical properties, including mass, magnetism, relative density (sinking and floating using water as a reference point), physical state (solid, liquid, gas), volume, solubility in water, and the ability to conduct or insulate thermal energy and electric energy

GRADE 1

HMH Into Science Texas gives you flexibility!

Guide to Recommended Pacing

Mix and match among these paths to meet your classroom's needs or set your own pacing. See the Lesson at a Glance and the Lesson Planning pages before each TEKS Lesson in the Teacher's Guide for more details on pacing within a lesson. In keeping with best practice, the Scientific and Engineering Practices and Recurring Themes and Concepts in TEKS 1–5 are integrated into the topic-based lessons.

Note: For lessons with Extension options, enough time for one extension is allotted in the TEKS Extended Path. If you choose to do multiple Extensions in one lesson, simply omit the Extension options in other lessons.

	TEKS STREAMLINED PATH		TEKS EMERGENT BILINGUALS PATH		TEKS EXTENDED PATH		
	Days	Minutes	Days	Minutes	Days	Minutes	
	1	30	1	30	1	30	
Matter and Energy (TEKS 1.6)	17	510	20	600	25	750	
TEKS 1.6.A							
Optional Language X-Ray				1		30	
Lesson: Properties of Matter	5	150	5	150	5	150	
Review & Quiz – Formative Assessment	1	30	1	30	1	30	
Extensions: Filmmaker Reader					1	30	
TEKS 1.6.C							
Optional Language X-Ray				1		30	
Lesson: Parts of a System	4	120	4	120	4	120	
Review & Quiz – Formative Assessment	1	30	1	30	1	30	
Extension: You Solve It Simulation						6	180
TEKS 1.6.B							
Optional ELPS MiniLesson				1		30	
Lesson: Changes in Matter	4	120	4	120	4	120	
Review & Quiz – Formative Assessment	1	30	1	30	1	30	
Summative Assessment							
TEKS 1.6 Test	1	30	1	30	1	30	

SCHEDULING

We are recommending Science instruction should take place daily (M-Th) k-5 for at least 25-30 minutes

Social Studies can be incorporated into morning lessons, self-paced as a center through Nearpod, Progress Learning, or incorporated to Friday instruction - or other!

Time	Grade	Activity	Duration	Notes	Grade	Activity	Duration	Notes	Grade	Activity	Duration	Notes	Grade	Activity	Duration	Notes
7:45-8:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
8:15-8:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
8:45-9:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
9:15-9:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
9:45-10:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
10:15-10:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
10:45-11:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
11:15-11:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
11:45-12:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
12:15-12:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
12:45-1:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
1:15-1:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
1:45-2:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
2:15-2:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
2:45-3:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
3:15-3:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
3:45-4:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
4:15-4:45	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials
4:45-5:15	Elementary	Morning Meeting	30 min	Review of Daily Objectives	Elementary	Library Code	30 min	Library Code	Elementary	Math Center & Small Group	30 min	Math Center & Small Group	Elementary	Specials	30 min	Specials

Editable Lesson Plan for each unit

Editable Lesson Summary Plan: Grade 5 TEKS 5.6.A

Lesson Standards			
Lesson Objective, TEKS 5.6.A: compare and contrast matter based on measurable, testable, or observable physical properties, including mass, magnetism, relative density (sinking and floating using water as a reference point), physical state (solid, liquid, gas), volume, solubility in water, and the ability to conduct or insulate thermal energy and electric energy			
Scientific and Engineering Practices Ask Questions (5.1.A) Plan and Conduct Investigations (5.1.B) Demonstrate Safety (5.1.C)	Use Scientific Tools (5.1.D) Collect Evidence (5.1.E) Construct Organizers (5.1.F) Analyze Data (5.2.B)	Use Mathematics (5.2.C) Develop Explanations (5.3.A) Communicate Information (5.3.B) Engage in Scientific Discussion (5.3.C)	Recurring Themes and Concepts Patterns (5.5.A) Stability and Change (5.5.G)

Language Support	
Lesson Vocabulary: conductor, electrical energy, insulator, density, volume, solubility	Language Objective: Use superlative and comparative adjectives, connector, and when/then orally and in writing to compare properties of matter and identify patterns. ELPS: 3H, 5B
Into Reading Connection If you use both <i>Into Reading</i> and <i>Into Science</i> , this lesson may be used with Module 1 Week 1, <i>Inventors at Work</i> . Additional resource connections and more details can be found in the Reading Connections Lesson Maps.	Language Resources <ul style="list-style-type: none"> Science: Linguistic Transfer Guide/Ciencias: Guía de transferencia lingüística ELPS Minilesson to go with TEKS 5.6.A Language X-Ray to go with TEKS 5.6.A Language Development Worksheet Vocabulary Anchor Chart Writing Graphic Organizer

Differentiate Instruction Options		
Initiation s: Guide	Reteaching Support <ul style="list-style-type: none"> ScienceSaurus Physical Science: <i>Matter</i> Supplemental Lesson <i>What Are Observable Physical Properties of Matter?</i> 	Extensions <ul style="list-style-type: none"> ELPS Minilesson to go with TEKS 5.6.A You Solve It: <i>Maze Matters</i>

Lesson Hands-On Lab Materials			
<ul style="list-style-type: none"> 4 beakers* Celsius thermometer* electrical tape* foam cup* 	<ul style="list-style-type: none"> goggles* graduated cylinders, 50 mL or 100 mL* granulated sugar* heat-resistant gloves* hot plate* large bowl, heat-resistant* large plastic container* 	<ul style="list-style-type: none"> light bulb* light bulb holder* magnet* materials to test (nail, bolt, coin, paper clip, metal utensil, plastic utensil, pencil, aluminum foil)* measuring spoon* metal can, empty* 	<ul style="list-style-type: none"> metric ruler notebook oil (vegetable, cooking)* pan balance and masses* plastic cups* sand scissors solid box-shaped objects
			<ul style="list-style-type: none"> stir spoons* timing device* vinegar* water waterproof clay* wires* <p>*kit provided</p>

Grade 5 TEKS 5.6.A, Compare and Contrast Properties of Matter

DATE:	DATE:	DATE:
Day 1: Engage– TG pp. 6–7 Interactive/Print Student Lesson pp. 1–5	Day 2: Explore/Explain 1– TG pp. 8–11 Interactive/Print Student Lesson pp. 6–12	Day 3: Explore/Explain 2– TG pp. 12–15 Interactive/Print Student Lesson pp. 13–17
<ul style="list-style-type: none"> What Do You Already Know?/ Vocabulary Activate Prior Knowledge Phenomenon: Can You Explain It? Introduce the phenomenon that bean bag chairs and typical classroom chairs are made up of materials that may have different properties. The	<ul style="list-style-type: none"> Hands-On Activity: Measuring Volume Learning Objective: Students will be able to measure and calculate the volume of solids and liquids. <ul style="list-style-type: none"> Do the Math 	<ul style="list-style-type: none"> Hands-On Activity: Exploring Mass and Relative Density Learning Objective: Students will be able to measure masses and test relative densities of objects. Differentiation:



Editable Lesson
Summary Plan: TEKS...

Editable Lesson
Summary Plans



Explicit Teacher Guide by day


Contents Forces and Patterns of Motion (TEKS 5.7.A): Planning

DAY 2 • EXPLORE/EXPLAIN Interactive/Print Student Lessons pp. 121–126

Ed Online

PocketLab for enhanced collaboration

- Hands-On Activity in PocketLab Notebook
- Interactive Student Lesson, Day 2
- Print Student Edition, Day 2
- Hands-On Activity, Downloadable Worksheet
- GS Science Themes Organizer: Cause and Effect



Hands-On Activity

Forces on an Object, Part 1

TIME 25 minutes

TEKS 5.7.A

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Scientific and Engineering Practices
5.3.B communicate explanations ... individually ... in a variety of settings and formats

Recurring Themes and Concepts
5.5.B identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems

Key Learning Activity

Learning Objective
Students will be able to investigate and explain how equal and unequal forces on objects cause

Sense-Making
Students will understand that forces on an object can be balanced or unbalanced and that balanced and unbalanced forces affect motion differently. They will use this information to analyze the forces and patterns of motion of the table tennis ball.

Elicit Student Thinking Ask questions and prompt students to think about the forces on the table tennis ball. In this activity, students apply forces to the ball with their fingers. When students observe the ball falling, ask them what they already know about why objects fall. Remind students that the force of gravity pulls on objects near Earth's surface.

Materials

- table tennis ball
- safety goggles

Preparation Tips
Provide adequate space for students to conduct their investigations. Consider providing containers to hold the table tennis balls when not in use.

Safety

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Steps 1–3
If students are unsure how to hold the table tennis ball using equal pressure or force, model the process and have them view the photograph in Step 5.

Steps 3–5
If students are unsure of headings to use on their T-chart, have them review words from the instructional steps, such as “without any movement” and “removing fingers from one side of the ball” or something similar.

Support for Student Answers
Analyze Data: In Step 2, when you and gravity are applying equal forces to the ball, what happens?
Sample answer: The forces on the ball are balanced, so the ball does not move.
In Step 4, when you remove your fingers’ forces from the ball, what happens? **Sample answer:** The forces on the ball are unbalanced, and the ball falls to the ground.

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Support for Student Answers
Collect Observations: Draw your observations. Use arrows to represent the forces moving between your hand and the ball. **Sample answer:** The first drawing should show the ball with an arrow pointing on it in the direction of the push from Step 2. The second drawing should show the ball between two equally sized arrows, one pointing to the right and one to the left.

For review and reinforcement, have students complete the GS Science Themes Organizer: Cause and Effect to describe the relationships and patterns of motion.

Support for Student Answers
Cause and Effect: Explain how balanced forces acting on an object cause patterns of motion.
Sample answer: Balanced forces keep the ball from moving. Not moving is a pattern of motion.

Students as Scientists
Student scientists explore and observe the use of forces regularly in their everyday lives. For instance, students may have observed adults moving a piece of furniture by combining multiple push forces or one push force and one pull force. Ask students to turn to a partner and share a recent experience where they observed balanced or unbalanced forces. Encourage students to use their scientific vocabulary in telling their stories to reinforce their identity as scientists.

Photo: William Innesournt/Publishing Company • Image Credits: © iStockphoto.com/Justin Images

Photo: William Innesournt/Publishing Company

Everything is at your fingertips...

- Links
- TEKS info
- Worksheets

TEKS 5.6: Matter and Energy

All resources (212)

Filters ^

Audience

Audience

Component

Component







Instructional Purpose

Instructional Purpose

Format

Format

More Filters

TITLE	COMPONENT			
 Matter and Energy (TEKS 5.6)	Interactive Lessons	♥	i	⋮
 Matter and Energy (TEKS 5.6): Planning	Teacher's Guide	♥	i	⋮
 TEKS 5.6 Matter and Energy: Home Letter	Home Letters	♥	i	⋮
 Conservation of Matter	Project Worksheet (WORD)	♥	i	⋮
 Conservation of Matter	Project Worksheet (PDF)	♥	i	⋮
 Conservation of Matter (Teacher)	Teacher Project Worksheet (Word)	♥	i	⋮

i

i TEKS Information

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HMH Into Science Texas: Grade 5 /
TEKS 5.6: Matter and Energy

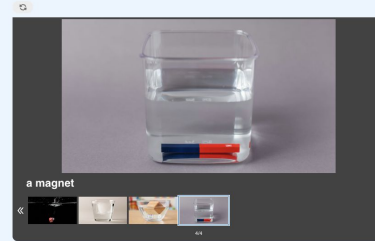


TEKS 5.6 includes lessons for TEKS
5.6.A–5.6.D

Daily Exit Tickets (DOL)

Exit Ticket

Now that you have compared and contrasted matter based on its relative density in the Hands-On Activity, check your learning with this question.



Compare and contrast the objects based on their relative density.

Item	Sink or Float	High or Low Relative Density
a die	<input type="text" value="sink"/>	<input type="text"/>
an ice cube	<input type="text"/>	<input type="text"/>
a wooden block	<input type="text"/>	<input type="text"/>
a magnet	<input type="text"/>	<input type="text"/>

sink | float | low relative density | high relative density

Check

Scaffolding Ideas

Scaffolding

BEGINNING

Allow students to handle objects or observe them. Guide their understanding by providing color words and words to describe texture. Have them repeat simple phrases. Say: *The color is (red and black). The texture is (bumpy and rough).*

INTERMEDIATE

As the group works together, make sure that all students participate. Monitor their work and offer language support. Say: *What is another word you can use? smooth/shiny/flat/even*

ADVANCED

Ask students to elaborate on their ideas. For example, ask: *Why do you think the texture of sandpaper is rough? It has little pieces of sand on it.*

ADVANCED HIGH

Invite students to compare two or more objects using comparative words such as *smoother, rougher, lighter, heavier, has more mass.*

Leveled Readers w/literacy connection

For Reviewers Dashboard My Classes **Discover** Reports Teacher's Corner

HMH Resources My Stuff

Search Program

FUNomental Readers

All resources (70)

Title	Audience	Component	Instructional Purpose	Format
Everyone Loves a Parade	Audience	Component	Instructional Purpose	Format
Everyone Loves a Parade				
Everyone Loves a Parade				
Everyone Loves a Parade				
Everyone Loves a Parade				
Everyone Loves a Parade				
Everyone Loves a Parade				
Everyone Loves a Parade				
Everyone Loves a Parade Teacher Guide				
Let's Explore Forces in Action				
Let's Explore Forces in Action				
Let's Explore Forces in Action				

Resource Information

HMH Into Science Texas: Grade 5 TEKS 5.6 Matter and Energy / Lesson 4: Particles of Matter (TEKS 5.6.C) / Literacy Connection

[Everyone Loves a Parade Teacher Guide](#)

PDF

Upload content soon

[Add to My Lessons](#)

[Add to My Favorites](#)

[View Details and Standards](#)

[Copy to Google Drive](#)

FUNomental Reader Teacher's Guide

Everyone Loves a Parade

Lesson: Particles of Matter (TEKS 5.6.D)

Texas Essential Knowledge and Skills

5.6.D: illustrate how matter is made up of particles that are too small to be seen such as air in a balloon.

Scientific and Engineering Practices

5.1.A: ask questions and define problems based on observations or information from text.

Recurring Themes and Concepts

5.5.F: explain the relationship between the structure and function of objects, organisms, and systems.

CONNECTION TO



Module 7, Week 1

The myBook selection into the Unknown: Above and Below connects to how matter is made up of particles too small to be seen.

WHEN TO USE

OPTION 1

Science

TIME 30 minutes

Use after Day 3 to reinforce and supplement lesson concepts.

- Guiding Question
- Options for ELA Instruction
- Build on Prior Knowledge
- Words to Know
- Discuss
- Visual Literacy
- Check Comprehension

OPTION 2

ELA

TIME 20 minutes

Use during designated ELA Reading time for independent reading, whole-class, or small-group instruction.

- Guiding Question
- Options for ELA Instruction
- Words to Know
- Visual Literacy



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Page 1 of 4

Everyone Loves a Parade

PLAN

GUIDING QUESTION

The Guiding Question that begins the student lesson is, *Why are the bubbles different sizes?* Have students discuss the question and how it connects to the Reader, which tells about each class in a school designing and building a float for a parade. Guide students to understand that this **informational fiction** Reader connects to how matter is made up of particles that are too small to be seen.

GENRE

Discuss with students that the genre of the Reader is **informational fiction**. It uses a fictional, or made-up, plot or other elements, but the science facts presented are true. Have students name other **informational fiction** books they know.

OPTIONS FOR ELA INSTRUCTION

Anchor Charts

Choose one of the following anchor chart options, and project it or print copies. Then display and introduce the chart before reading the text. Revisit the chart after reading. Encourage students to discuss how the skill connects to the text.

Literary Elements

Refer to the Literary Elements Anchor Chart, and guide students to identify the characters, setting, plot, and events in the story. What problem do the main characters face, and how do they resolve it?

Make Connections: Display the Make Connections Anchor Chart to help students make connections. Give them sentence starters: *This reminds me of when I...*, *This is like another story I read...*, *This is like something in my community...*

Context Clues: Use the Context Clues Anchor Chart if students need support to understand the meanings of story words. For example, the word *particles* on p. 6 has a clue to its meaning when Taylor says they are too small to be seen.

Literary Elements

Literary elements are the pieces that make up a story.

CHARACTERS: the people and animals in a story

SETTING: where and when the story takes place

PLOT: what happens in a story

PROBLEM: a challenge or a problem that happens in a story

RESOLUTION: how the problem is solved

Make Connections

When you read, find ways that the text is like things in your own life and other texts you have read.

TEXT TO SELF: Connect the text to your own life.

TEXT TO TEXT: Connect the text to another text you have read.

TEXT TO WORLD: Connect the text to the world.

Context Clues

When you come to a word you don't know, use the clues around it to figure out what it means.

DEFINITION: a word that explains the meaning of another word.

SYNONYMS: words that mean the same thing.

ANTONYMS: words that mean the opposite.

EXAMPLES: words that show how a word is used.

Lesson Slides w/teacher notes

The screenshot shows a Beamer presentation slide titled "Day 4 Start with Safety" from the "Intro Science" series. The slide is part of a larger presentation, as indicated by the slide navigation on the left showing slides 10 through 17. The slide content includes a "Hands-On Activity" section with four safety instructions, each accompanied by a red diamond icon with a white symbol: a spill, a broken beaker, a flame, and a person wearing eye protection. To the right of the text is a cartoon robot. Below the slide, there is a "Safety" section with two paragraphs of text. The Beamer interface includes a top menu bar with options like Home, Insert, Draw, Design, Transitions, Animations, Slide Show, Record, Review, View, Acrobat, and Tell me. A toolbar below the menu bar contains various icons for editing and presentation control. The bottom status bar shows "Slide 36 of 69", "English (United States)", "Accessibility: Investigate", and a zoom level of 85%.

Day 4 Start with Safety

Hands-On Activity

- Be careful to clean up any spills that may happen during the experiment.
- Tell your teacher if any of your beakers break.
- Make sure not to touch the hot plate with your hands so you don't get burned.
- Wear heat-resistant gloves when handling hot materials.
- Make sure to always wear eye protection when working with glass.

Safety
Remind students that they should clean up any spills as they work, so no one slips or trips.

Explain that students will be working with tools and equipment they must be very careful with. For example, students must wear eye protection when working with the beakers. If any beakers break, students should alert the teacher immediately.

Students should be careful around the hot plate and any materials they are heating on it. Explain that they should wear heat-resistant gloves when handling these tools and should never touch the hot plate with their hands.

Slide 36 of 69 English (United States) Accessibility: Investigate Notes Comments 85%

English/Spanish Vocabulary Cards



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electrical energy
energía eléctrica

electrical energy

Energy caused by the movement of electric charges.

energía eléctrica

Energía causada por el movimiento de cargas eléctricas.

TEKS 5.6.A

cut



conductor
conductor

conductor

A material that transfers energy easily.

conductor

Un material que facilita la transferencia de energía.

TEKS 5.6.A

TEKS Quiz

Name: _____ Date: _____

TEKS 5.6.A

Quiz A

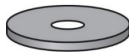
6. Josh wants to compare four different objects based on physical properties. He tests each object by placing it in a beaker of water to see if it will float. He also tests the objects to see if they insulate heat and if they conduct electricity.

Material	Physical Properties		
	Insulate thermal energy?	Float in water?	Conduct electrical energy?
1	yes	no	no
2	no	no	no
3	yes	yes	no
4	no	no	yes

Based on the properties in the table, which object **BEST** matches each material? Write the letter of **ONE** correct answer in each box.

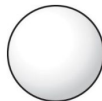
Material 1	
Material 2	
Material 3	
Material 4	

A.



copper washer

B.



plastic ball

C.



sheet of paper

D.



rock

Interactive SLIDES!!!!!!


You can present
from the slides or
assign to the
students

Contents Day 1: Engage (TEKS 3.7.A) Play Audio Review Notes More

What Do You Already Know?

Think about what you already know about forces.

Explore the forces in this pillow fight.



The student's arm puts a force on the pillow.

You will receive...

Each year you will receive:

- Teacher Edition
- Student Edition (English K-5; Spanish 2-5; Spanish SE available online)
- Refills of your consumable materials.

This year only, you will receive NON-CONSUMABLE EQUIPMENT.

***Materials/Equipment comes in their own bins with materials labeled by TEKS and Activity.

[WHAT'S INSIDE](#)

So, so much more....

Be sure to enroll in the HMH training at

Diamond Hill-Jarvis next Thursday, August 8th

Enroll in Eduphoria: (Go to Conferences in Strive)

“Register” for:

Welcome Back Week - Empowering All South-East Elementary Content Teachers To Unleash
Their Superpowers - PL Day August 8th @ Diamond Hill Jarvis HS
8/8/2024 - 8/8/2024

“Enroll”: PLD: Be a Science Superhero (choose any of the sessions AM or PM)