



Grade 4 Science

Instructional Planning Calendar

2024-2025

TEKS guide/ 4.1 A-H, 4.2 A-D, 4.3 A-C, 4.4 A-C, 4.5 A-G

<u>Unit 1: Investigating Physical Properties of Matter</u>	<u>Unit 2: Investigating Force, Motion, and Energy</u>	<u>Unit 3: Investigating Earth's Patterns</u>
<p>Number of Days: 25 Dates: August 13 – September 18</p> <p>Concepts/Topics:</p> <p>Lesson: Classify Matter by Physical Properties (TEKS 4.6.A) Lesson: Mixtures (TEKS 4.6.B) Lesson: Conservation of Mass (TEKS 4.6.C)</p> <p>Assessment(s): 2 days</p> <p>NWEA Testing included in assessment</p>	<p>Number of Days: 28 Dates: <u>September 19 – October 29</u></p> <p>Concepts/Topics:</p> <p>Lesson: Patterns of Forces (TEKS 4.7.A) Lesson: Energy Transfer (TEKS 4.8.A) Lesson: Conductors and Insulators (TEKS 4.8.B) Lesson: Electrical Energy (TEKS 4.8.C)</p> <p>Assessment(s): 2 days</p> <p><u>Quarter 1 Assessment</u></p>	<p>Number of Days: 19 Dates: <u>October 30 – December 3</u></p> <p>Concepts/Topics:</p> <p>Lesson: Patterns in Seasons (TEKS 4.9.A) Lesson: Phases of the Moon (TEKS 4.9.B)</p> <p>Assessment(s): 2 days</p>
<p><u>Unit 4: Investigating Earth's Changes</u></p>	<p>Unit 5: Investigating Earth's Resources</p>	<p>Unit 6: Investigating As a Scientist</p>

<p>Number of Days: 27 Dates: December 4 – January 28</p> <p>Concepts/Topics:</p> <p>Lesson: The Sun and the Water Cycle (TEKS 4.10.A) Lesson: Changes to Earth's Surface (TEKS 4.10.B) Lesson: Weather and Climate (TEKS 4.10.C)</p> <p>Assessment(s): 2 days</p> <p>Quarter 2 Assessment</p>	<p>Number of Days: 22 Dates: January 29 – February 28</p> <p>Concepts/Topics:</p> <p>Lesson: Renewable and Nonrenewable Resources (TEKS 4.11.A) Lesson: Energy Resources and Modern Life (TEKS 4.11.B and 4.11.C)</p> <p>Assessment(s): 2 days</p>	<p>Number of Days: 14 Dates: March 3 – March 28</p> <p>Concepts/Topics:</p> <p>Students will use rubrics to guide their work on science fair projects</p> <p>Assessment(s): 2 days</p>
<p><u>Unit 7: Investigating Ecosystems</u></p>	<p><u>Unit 8: Investigating Organisms</u></p>	
<p>Number of Days: 22 Dates: March 31 – April 30</p> <p>Concepts/Topics:</p> <p>Lesson: The Role of Producers (TEKS 4.12.A)</p> <p>Lesson: Matter and Energy Flow in Food Webs (TEKS 4.12.B)</p> <p>Lesson: Fossils and Past Environments (TEKS 4.12.C)</p> <p>Assessment(s): 2 days</p>	<p>Number of Days: 16 Dates: May1 – May 22</p> <p>Concepts/Topics:</p> <p>Lesson: Structures and Functions of Plants (TEKS 4.13.A)</p> <p>Lesson: Inherited and Acquired Physical Traits (TEKS 4.13.B)</p> <p>Assessment(s): 2 days</p>	

September 23-November 1

Grade 4 | 2nd 6 Weeks

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			<p>September 19 4.7A / 4.1C / 4.5A Day 1: Engage (TEKS 4.7.A) Day 2: Gravity's Pull—HANDS-ON ACTIVITY (TEKS 4.7.A)</p> <p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question: What patterns of forces act on the children playing on the lawn water slide?</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>September 20 4.7A / 4.1B / 4.5A Day 2: Gravity's Pull—HANDS-ON ACTIVITY (TEKS 4.7.A)</p> <p>LO: Students should be able to explain that gravity pulls objects toward Earth but that it affects different objects differently.</p> <p>DOL: Students will complete the in-line text prompt reflecting on their investigation around gravity and weight.</p>
September 23	September 24	September 25	September 26	September 27

<p>4.7A / 4.1D / 4.5A <u>Day 3: That's Rough—HANDS-ON ACTIVITY (TEKS 4.7.A)</u></p> <p>LO: Students should be able to explain that friction increases or decreases depending on the surfaces that are in contact.</p> <p>DOL: Students will select all of the descriptions that demonstrate forces acting on a gate getting pushed open.</p>	<p>4.7A / 4.1D / 4.5A <u>Day 4: Mighty Magnets—HANDS-ON ACTIVITY (TEKS 4.7.A)</u></p> <p>LO: Students should be able to describe how much the magnetic force from a magnet affects some other objects from a distance.</p> <p>DOL: Students will complete a drag-and-drop evaluation to demonstrate their knowledge of forces</p>	<p>4.7A / 4.3C/4.5A <u>Funomenal Reader - Let's Explore Forces Acting Together Teacher Guide</u></p> <p>LO: Students will engage in non-fiction reading to connect to the phenomena around the forces acting on children on the waterslide</p> <p>DOL: Students should be able to describe the three forces mentioned in the Reader, and classify each one as a contact or noncontact force.</p>	<p>4.7A <u>Patterns of Forces (TEKS 4.7.A) Quiz A</u></p> <p>LO: Students will complete the Patterns of Forces quiz</p> <p>DOL: Students will complete the Patterns of Forces quiz</p>	<p>4.8A / 4.1D / 4.5E <u>Day 1: Engage (TEKS 4.8.A)</u> <u>Day 2: Investigate Energy Transfers • Part 1—HANDS-ON ACTIVITY (TEKS 4.8.A)</u></p> <p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question: How does energy transfer through the bowling game system?</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>
<p>September 30 4.8A / 4.1D / 4.5E <u>Day 2: Investigate Energy Transfers • Part 1—HANDS-ON ACTIVITY (TEKS 4.8.A)</u></p> <p>LO: Students will be able to observe and identify how energy was transferred by objects in motion and as sound.</p>	<p>October 1 4.8A / 4.2B / 4.5E <u>Day 3: Investigate Energy Transfers • Part 2—HANDS-ON ACTIVITY (TEKS 4.8.A)</u></p> <p>LO: Students will be able to observe and describe the transfer of energy through water and learn more about how energy flows through systems.</p>	<p>October 2 4.8A / 4.1B / 4.5A <u>Day 4: Engineer It: Design an Energy Game • Part 1—HANDS-ON ACTIVITY (TEKS 4.8.A)</u></p> <p>LO: Students will be able to apply engineering practices to define a problem, brainstorm, and model solutions to design a game that is based on energy transfer.</p>	<p>October 3 4.8A / 4.1D / 4.5A <u>Day 5: Engineer It: Design an Energy Game • Part 2—HANDS-ON ACTIVITY (TEKS 4.8.A)</u></p> <p>LO: Students will be able to build and test a prototype of their game that involves energy transfers.</p> <p>DOL: Students will</p>	<p>October 4 4.8A / 4.1G / 4.5E <u>Day 6: Identifying Energy Transfers (TEKS 4.8.A)</u></p> <p>LO: Students should be able to identify energy transfers in a variety of activities and situations</p> <p>DOL: Students will match examples of</p>

<p>DOL: Students will complete an in-line text selection to identify how energy was transferred in the investigation</p>	<p>DOL: Students will choose the word from the word bank to complete the statement about their investigation around transfer of energy through water</p>	<p>DOL: Students will complete a short-constructed response to the prompt "How does your game design use energy transfer?"</p>	<p>complete a short-constructed response to the prompt "How do models help engineers design solutions to problems?"</p>	<p>energy transfers to situations and images</p>
<p>October 7 4.8A / 4.2B/4.5A Day 7: People in Science/Wrap Up (TEKS 4.8.A)</p> <p>(Funomenal Reader-Course Corrections Teacher Guide)</p> <p>LO: Students will engage in non-fiction reading to connect to the phenomena around how energy can transfer through the bowling game system</p> <p>DOL: Students should be able to : Make a claim about energy transfer in a sport or activity you like. How would you plan to test the claim?</p>	<p>October 8 4.8A Energy Transfer (TEKS 4.8.A) Quiz A</p> <p>LO: Students will take the quiz on energy transfer</p> <p>DOL: Students will take the quiz on energy transfer</p>	<p>October 9 Quarter 1 Assessment</p>	<p>October 10 4.8B / 4.1D / 4.5F Day 1: Engage (TEKS 4.8.B) Day 2: Melting Butter Better—HANDS-ON ACTIVITY (TEKS 4.8.B)</p> <p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question: How does this cup keep a drink hot or cold all day long?</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>October 11 4.8B / 4.1D / 4.5F Day 2: Melting Butter Better—HANDS-ON ACTIVITY (TEKS 4.8.B)</p> <p>LO: Students should be able to determine whether butter melts faster when it's in contact with a heated conductor or a heated insulator.</p> <p>DOL: Students will analyze data from a table to determine which material is the best insulator</p>
<p>October 14</p> <p>TEACHERS PLANNING NO STUDENTS</p>	<p>October 15 4.8B / 4.1C / 4.5F Day 3: Exploring Thermal Energy (TEKS 4.8.B)</p>	<p>October 16 4.8B / 4.2B /4.5F Day 4: Exploring Insulators (TEKS 4.8.B)</p>	<p>October 17 4.8B / 4.2B / 4.5F Day 5: People in Science/Wrap Up (TEKS 4.8.B) (Funomenal Reader -</p>	<p>October 18 4.8B Conductors and Insulators (TEKS 4.8.B) Quiz A</p>

	<p>LO: Students will be able to identify good conductors of thermal and electrical energy.</p> <p>DOL: Students will analyze a list of materials and identify all of the conductors of thermal energy</p>	<p>LO: Students will be able to identify good insulators of thermal and electrical energy.</p> <p>DOL: Students will construct a venn diagram to compare thermal conductors and insulators</p>	<p>Melting Marshmallows Teacher Guide</p> <p>LO: Students will engage in non-fiction reading to connect to the phenomena around how a cup keeps a drink hot or cold all day.</p> <p>DOL: After analyzing a picture of a solar cooker, students will summarize how a solar cooker works by explaining energy transfers</p>	<p>LO: Students will complete a quiz on conductors and insulators</p> <p>DOL: Students will complete a quiz on conductors and insulators</p>
<p>October 21 4.8C / 4.1A / 4.5E Day 1: Engage (TEKS 4.8.C) Day 2: Light the Bulb • Part 1—HANDS-ON ACTIVITY (TEKS 4.8.C)</p> <p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question: How does tightening the flashlight affect how electrical energy flows in the system?</p> <p>DOL: The student will document their</p>	<p>October 22 4.8C / 4.1D / 4.5E Day 2: Light the Bulb • Part 1—HANDS-ON ACTIVITY (TEKS 4.8.C)</p> <p>LO: Students should be able to model and build a circuit system, which they will analyze to determine that the flow of electrical energy can produce light and thermal energy.</p> <p>DOL: Students will answer the writing prompt: "What data have you collected that demonstrate that electrical energy</p>	<p>October 23 4.8C / 4.1C / 4.5E Day 3: Light the Bulb • Part 2—HANDS-ON ACTIVITY (TEKS 4.8.C)</p> <p>LO: Students should be able to determine how to build a circuit that successfully converts electrical energy to light and heat.</p> <p>DOL: Students will analyze a picture of a broken phone charger cord and complete a SCR explaining why it won't work.</p>	<p>October 24 4.8C / 4.1D / 4.5E Day 4: Electrical Energy in Systems (TEKS 4.8.C)</p> <p>LO: Students should be able to apply what they have learned about electrical energy to ask questions and define problems with electrical circuits.</p> <p>DOL: Students will complete a MC question after analyzing a drawn picture of a circuit that is broken, then must identify what needs to be done to fix it.</p>	<p>October 25 4.8C / 4.4A / 4.5C Day 5: Engineering in Careers/Wrap Up (TEKS 4.8.C) (ScienceSaurus)</p> <p>LO: Students will engage in non-fiction reading about electricity and how it is used in society.</p> <p>DOL: Students will complete a CER referencing the anchor phenomena from the first day of the lesson. they should be able to answer the question: "How does tightening the flashlight affect how</p>

observations and questions about the anchoring phenomena through written or drawn annotations.	traveling in the circuit produces thermal energy?"			electrical energy flows in the system?"
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NOVEMBER 4- DECEMBER 19

Grade 4 | 2nd 6 Weeks

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>October 28 4.8C / 4.1G / 4.5E Connection to Community - pg 128</p> <p>LO: Students will be able to recognize how much they interact with electricity in their daily lives by developing a model of how an object works using electricity</p> <p>DOL: The student samples of models/pictures of the device that they have chosen should be properly labeled and demonstrate a complete circuit.</p>	<p>October 29 4.8C Electrical Energy (TEKS 4.8.C) Quiz A</p> <p>LO: Students will take a quiz on electrical energy.</p> <p>DOL: Students will take a quiz on electrical energy.</p>	<p>October 30 4.9A / 4.1C / 4.5D Day 1: Engage (TEKS 4.9.A)</p> <p>Day 2: Measuring Outdoor Temperature – HANDS-ON ACTIVITY (TEKS 4.9.A)</p> <p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question: How can data from the video be used to predict what the weather will be like in six months?</p> <p>DOL: The student will document their observations and</p>	<p>October 31 4.9A / 4.1E / 4.5A Day 2: Measuring Outdoor Temperature – HANDS-ON ACTIVITY (TEKS 4.9.A)</p> <p>LO: Students will be able to use materials to support digital data collection, construct a data table, and analyze data to identify sequences and predict patterns.</p> <p>DOL: Students will choose the picture that demonstrates the best practice for finding temperature.</p>	<p>November 1 4.9A / 4.1E / 4.5A Day 3: Collecting Weather Data • Part 1 – HANDS-ON ACTIVITY (TEKS 4.9.A)</p> <p>LO: Students will be able to use materials to support digital data collection, construct bar graphs, analyze data by identifying patterns, use mathematical calculations to compare patterns, and develop explanations supported by models.</p> <p>DOL: Students will respond to the prompt: "How did you select the data sources you used? Why did you use data from one source and not</p>

		questions about the anchoring phenomena through written or drawn annotations.		another?"
<p>November 4 4.9A / 4.2B / 4.5A Day 4: Collecting Weather Data • Part 2—HANDS-ON ACTIVITY (TEKS 4.9.A)</p> <p>LO: Students will be able to use collect and analyze weather data by identifying and comparing patterns.</p> <p>DOL: Students will respond to the prompt: The statements below describe the weather patterns in Texas. Circle the correct word that best completes each statement.</p>	<p>November 5 Teacher Planning Day</p>	<p>November 6 4.9A / 4.1F / 4.5A Day 5: Seasonal Temperature Patterns (TEKS 4.9.A)</p> <p>LO: Students will be able to analyze weather data and identify and use patterns to explain scientific phenomena.</p> <p>DOL: students will answer a MC question after analyzing temperature data</p>	<p>November 7 4.9A / 4.2C / 4.5A Day 6: Patterns in Weather Data (TEKS 4.9.A)</p> <p>LO: Students will be able to use mathematical calculations to compare patterns in weather data as well as identify sequences and predict patterns of change in seasons such as change in temperature.</p> <p>DOL: Students will answer 3 MC questions about the data they analyzed around seasons and patterns</p>	<p>November 8 4.9A / 4.4A / 4.5A Day 7: Science in Careers/Wrap Up (TEKS 4.9.A)</p> <p>LO: Students will learn about the role of a satellite meteorologist</p> <p>DOL: Students will refer back to the guiding question from the first day. They will write an explanation demonstrating what they've learned</p>
<p>November 11 4.9A / 4.2B / 4.5A Funomenal Reader (Let's Explore Seasonal Patterns Teacher Guide)</p> <p>LO: Students will engage in non-fiction reading to connect to the phenomena presented on the first day</p>	<p>November 12 4.9A Patterns in Seasons (TEKS 4.9.A) Quiz A</p> <p>LO: Students will take a quiz on patterns in seasons</p> <p>DOL: Students will take a quiz on patterns in seasons</p>	<p>November 13 4.9B / 4.3C / 4.5C Day 1: Engage (TEKS 4.9.B)</p> <p>Day 2: Modeling Moon Phases • Part 1—HANDS-ON ACTIVITY (TEKS 4.9.B)</p> <p>LO: Students will activate prior</p>	<p>November 14 4.9B / 4.1G / 4.5D Day 2: Modeling Moon Phases • Part 1—HANDS-ON ACTIVITY (TEKS 4.9.B)</p> <p>LO: Students should be able to model the changes in the observable appearance of the moon from Earth.</p>	<p>November 15 4.9B / 4.2A / 4.5C Day 3: Modeling Moon Phases • Part 2--HANDS-ON ACTIVITY (TEKS 4.9.B)</p> <p>LO: Students should be able to use a model to show the causes of the moon's different phases and make predictions about phase changes.</p>

<p>DOL: Students will write the answer to “How can weather data help you make good and safe decisions? ”</p>		<p>knowledge and engage in sensemaking around the guiding question: “What causes the changes and patterns in the appearance of the moon?”</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>DOL: Students will respond to the prompt “Based on the observations you made of the Earth, sun, and moon model, what questions can you ask to learn more about moon phases?”</p>	<p>DOL: Students will reply to the prompt “Identify and explain the cause-and-effect relationship between the moon’s motion around Earth and the observable changes in the appearance of the moon.</p>
<p>November 18 4.9B / 4.2B / 4.5D <u>Day 4: Identifying Moon Phase Patterns • Part 1—HANDS-ON ACTIVITY (TEKS 4.9.B)</u></p> <p>LO: Students should be able to collect and analyze data about the last month’s moon phase changes.</p> <p>DO: Students will put the moon phases in the correct sequence.</p>	<p>November 19 4.9B/ 4.2B /4.5D <u>Day 5: Identifying Moon Phase Patterns • Part 2—HANDS-ON ACTIVITY (TEKS 4.9.B)</u></p> <p>LO: Students should be able to collect and analyze data about moon phase changes in the past three months, identifying patterns.</p> <p>DO: Students will complete a MC question predicting what moon phase they would see given certain data.</p>	<p>November 20 4.9B / 4.3A / 4.5B <u>Day 6: Moon Patterns (TEKS 4.9.B)</u></p> <p>LO: Students should be able to explain moon phenomena such as lunar eclipses and “blue moons” and make predictions about these phenomena.</p> <p>DO: Students will complete a Select Multiple type question around characteristics of a lunar eclipse.</p>	<p>November 21 4.9B / 4.4A / 4.5A <u>Day 7: People in Science/Wrap Up (TEKS 4.9.B)</u></p> <p>LO: Students will learn about how Galileo was curious and went about finding answers to his questions.</p> <p>DO: Students will refer back to the guiding question from the first day. They will write an explanation demonstrating what they’ve learned</p>	<p>November 22 4.9B <u>ScienceSaurus pg 222-225</u></p> <p>LO: Students will read to deepen their content knowledge of moon phases.</p> <p>DO: Students will Draw a diagram of the Sun/Earth/Moon and how the position of each contributes to the phases that we see.</p>
<p>25 NO SCHOOL</p>	<p>26 THANKSGIVING BREAK</p>	<p>27</p>	<p>28</p>	<p>29</p>
<p>December 2 <u>Extension - What are</u></p>	<p>December 3 4.9B</p>	<p>December 4 4.10A/ 4.3C / 4.5E</p>	<p>December 5 4.10A / 4.1F / 4.5E</p>	<p>December 6 4.10A / 4.1F /4.5E</p>

<p><u>the Moon Phases(420-423& 426-427)?</u></p> <p>LO: Students will read more in depth material around the Moon’s features and why we have moon phases.</p> <p>DOL: Students will complete the comprehension activity at the end of the readings.</p>	<p><u>Phases of the Moon (TEKS 4.9.B) Quiz A</u></p> <p>LO Students will complete a quiz on phases of the moon</p> <p>DOL: Students will complete a quiz on phases of the moon</p>	<p><u>Day 1: Engage (TEKS 4.10.A)</u></p> <p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question: How did this water get to the mountains, and how did all of the streams form?</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p><u>Day 2: Where Does the Water Go?—HANDS-ON ACTIVITY (TEKS 4.10.A)</u></p> <p>LO: Students will be able to describe and illustrate evaporation in the water cycle.</p> <p>DOL:Students use their knowledge from the investigation to identify which conditions would cause the mass of the bag to decrease.</p>	<p><u>Day 3: Modeling the Water Cycle • Part 1—HANDS-ON ACTIVITY (TEKS 4.10.A)</u></p> <p>LO: Students will be able to construct a model of the water cycle and predict how the water will move through the system.</p> <p>DOL: Students will draw a picture of how they think their model will change over time.</p>
<p>9 4.10A/ 4.1G / 4.5E</p> <p><u>Day 4: Modeling the Water Cycle • Part 2—HANDS-ON ACTIVITY (TEKS 4.10.A)</u></p> <p>LO: Students will be able to describe and illustrate condensation in the water cycle</p> <p>DOL: Students will create a flowchart that illustrates the sequence of how water is moved</p>	<p>10 4.10A/ 4.2D / 4.5E</p> <p><u>Day 5: Researching Reservoirs—HANDS-ON ACTIVITY (TEKS 4.10.A)</u></p> <p>LO: Students will be able explain why it is important to prevent or slow the process of evaporation.</p> <p>DOL: Complete the Select multiple type question from prompt: Which of the following describe how the water cycle affects</p>	<p>11 Quarterly Assessment 2</p>	<p>12 4.10A/ 4.3A / 4.5F</p> <p><u>Day 6: Designing a Solution • Part 1—HANDS-ON ACTIVITY (TEKS 4.10.A)</u></p> <p>LO: Students will be able to design a solution to prevent the evaporation of water from a reservoir.</p> <p>DOL: Students will complete a SCR identifying any limitations in the materials that were</p>	<p>13 4.10A / 4.3B /4.5C</p> <p><u>Day 7: Designing a Solution • Part 2—HANDS-ON ACTIVITY (TEKS 4.10.A)</u></p> <p>LO: Students will be able to build a prototype of the solution.</p> <p>DOL: Students will be in the middle of developing their prototype</p>

	reservoirs?		available.	
<p>16 4.10A / 4.3B /4.5C</p> <p><u>Day 7: Designing a Solution • Part 2— HANDS-ON ACTIVITY (TEKS 4.10.A)</u></p> <p>LO: Students will be able to build a prototype of the solution.</p> <p>DOL: Students will complete a SCR to the prompts :</p> <p>How do you think scale affects the effectiveness of a prototype?</p> <p>Why is scale important to consider when designing solutions?</p>	<p>17 4.10A/ 4.2A / 4.5B</p> <p><u>Day 8: The Water Cycle (TEKS 4.10.A)</u></p> <p>LO: Students should be able to illustrate the water cycle.</p> <p>DOL: Students will match the name of the process to where it belong on the picture of the water cycle.</p>	<p>18 4.10A/ 4.4A /4.5E</p> <p><u>Day 9: Science in Careers/Wrap Up (TEKS 4.10.A)</u></p> <p>LO: Students will read about the role hydrologists play in their everyday lives.</p> <p>DOL: students share an example of how they have interacted with a specific stage in the water cycle, for example, observing condensation on a bathroom window after taking a shower or grabbing an umbrella because it was raining.</p>	<p>19 4.10A <u>The Sun and the Water Cycle (TEKS 4.10.A) Quiz A</u></p> <p>LO: Students will take a quiz on the Water Cycle</p> <p>DOL: Students will take a quiz on the Water Cycle</p>	<p>20 Teacher Prep Day</p>

