

# Oklahoma 4 Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Oklahoma                                                  |
| Grade            | 4 (Elementary)                                            |
| Subject          | Science                                                   |
| Course category  | Core                                                      |
| Standards family | Science                                                   |
| Framework        | Oklahoma Academic Standards for Science (2026)            |
| Issuing agency   | Oklahoma State Department of Education                    |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — What a Wave Looks Like

### Unit 3: Waves, Information and Light · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How can I describe a wave?                                                                                                                                                                                                          |
| Standards          | <b>Amplitude and Wavelength -&gt; 4.PS4.2 Waves and Their Applications in Technologies for Information Transfer</b> — Develop a model to describe the light reflecting from objects and entering the eye allows objects to be seen. |
| Learning target    | "I can model a wave and describe its amplitude and wavelength."                                                                                                                                                                     |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                     |

### Measurable objectives

- Students will develop and use models to describe amplitude and wavelength patterns.
- Students will use the correct terms for the parts of a wave.

### Success criteria (student-friendly)

- "I make a wave model."
- "I label amplitude and wavelength."
- "I describe the pattern."

### Academic vocabulary

wave, amplitude, wavelength, crest, trough

### Materials and technology

- Ropes or springs
- Water trays
- Grid paper
- Science notebooks
- Rulers

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Wave model with amplitude and wavelength correctly labelled.

**Family communication**

Ask your child what amplitude means.

## Day 41 — Making Waves We Can See

Week 9, Day 1 · Unit 3 · Standards: 4.PS4.2

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Producing waves.                                                |
| Learning target   | "I can model a wave and describe its amplitude and wavelength." |
| Vocabulary in use | wave, amplitude, wavelength                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: energy transfer. Teach: making waves in a rope and in water. Try: shared investigation. Apply: pupils make waves. Reflect: waves carry energy without carrying matter along.

### Check for understanding

Student produces a wave and describes what they see.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — How Tall and How Long

Week 9, Day 2 · Unit 3 · Standards: 4.PS4.2

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Amplitude and wavelength.                                       |
| Learning target   | "I can model a wave and describe its amplitude and wavelength." |
| Vocabulary in use | wave, amplitude, wavelength                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: our waves. Teach: amplitude is height, wavelength is the distance between repeats. Try: shared measuring. Apply: pupils measure. Reflect: terms used precisely.

### Check for understanding

Student identifies amplitude and wavelength in a wave.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Drawing a Wave Accurately

Week 9, Day 3 · Unit 3 · Standards: 4.PS4.2

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Modelling on paper.                                             |
| Learning target   | "I can model a wave and describe its amplitude and wavelength." |
| Vocabulary in use | wave, amplitude, wavelength                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: measurement. Teach: a drawn model with labels. Try: shared drawing. Apply: pupils draw.

### Check for understanding

Student draws and labels a wave model.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Changing One and Not the Other

Week 9, Day 4 · Unit 3 · Standards: 4.PS4.2

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Independence of properties.                                     |
| Learning target   | "I can model a wave and describe its amplitude and wavelength." |
| Vocabulary in use | wave, amplitude, wavelength                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: our models. Teach: amplitude and wavelength can change independently. Try: shared investigation. Apply: pupils vary each. Reflect: PATTERNS crosscutting concept named.

### Check for understanding

Student changes amplitude without changing wavelength.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Waves Can Move Things

Week 9, Day 5 · Unit 3 · Standards: 4.PS4.2

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Waves cause motion.                                             |
| Learning target   | "I can model a wave and describe its amplitude and wavelength." |
| Vocabulary in use | wave, amplitude, wavelength                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: wave properties. Teach: the standard says HOW WAVES CAN CAUSE OBJECTS TO MOVE. Try: shared investigation with a floating object. Apply: pupils observe and explain. Reflect: back to energy transfer.

### Check for understanding

Student explains how a wave makes an object move.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Oklahoma State Department of Education. Oklahoma Academic Standards for Science (2026). Codes are scope.domain.number, where the domain follows the NGSS disciplinary core ideas (PS, LS, ESS, ETS1). Oklahoma writes PreK-8 by grade and high school as named courses - Biology (B), Chemistry (CH), Physics (PH), Earth Science (ES), Environmental Science (EN), Physical Science (PS) and Aeronautics (AR). Engineering design is banded (K2, G35, MS, HS) rather than written per grade, so a grade product also cites its band's engineering codes. Oklahoma implements newly approved standards in the school year following legislative review, so this 2026 edition is the one in force for 2026-2027. Scope: grade 4. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/science.html>