

# Oregon 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            | Oregon                                                    |
| Grade            | 4 (Elementary)                                            |
| Subject          | Science                                                   |
| Course category  | Core                                                      |
| Standards family | Science                                                   |
| Framework        | Oregon Science Standards (2022)                           |
| Issuing agency   | Oregon 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.PS3.4 PS</b> — Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.* [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to desi |
| 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| 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.PS3.4

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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.PS3.4

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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.PS3.4

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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.PS3.4

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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.PS3.4

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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

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