
Texas 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	Texas
Grade	4 (Elementary)
Subject	Science
Course category	Core
Standards family	Science
Framework	Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 112 -- Science
Issuing agency	Texas Education Agency
Scope	36 instructional weeks · 180 instructional days · 9 units

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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	Amplitude and Wavelength -> 4.6(C), 4.6(A), 4.3(A), 4.3(B) — 4 standards; full text in the standards table
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: 4.6(C), 4.6(A), 4.3(A), 4.3(B)

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: 4.6(C), 4.6(A), 4.3(A), 4.3(B)

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: 4.6(C), 4.6(A), 4.3(A), 4.3(B)

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. Reflect: the standard says DEVELOP AND USE MODELS.

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: 4.6(C), 4.6(A), 4.3(A), 4.3(B)

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: 4.6(C), 4.6(A), 4.3(A), 4.3(B)

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. 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

- 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.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Texas Education Agency, any district, school, assessment provider or Teachers Pay Teachers.
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Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 112 -- Science. The science TEKS were adopted 26 April 2022 and implemented beginning with the 2024-2025 school year. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>