Science Newsletter March 2026

In the second grade, class 201 is now into the unit on Plant and Animal Relationships where we are now clearer on the needs of both types of living things, along with talking about the different parts of plants and the functions (jobs) to each one. Soon we will be getting into the finer part of how plants and animals need each other. Class 202 has now been with Mr. Lellis for a little while so we are started into Unit 1 on Properties of Materials and we have come to understand that “properties” means more than “objects that belong to someone,” but more like “adjectives that describe something, using all five senses” (such as color, taste, smell, feeling of touch and such).

In the third grade, we are close to wrapping our unit on Weather and Climate as we continue investigating picking the best island for the orangutans among the three choices provided where they have the long term temperatures and rainfall that will best help them to survive. We have narrowed from 3 choices to 2 choices by evaluating evidence as “strong” and “weak” to help support claims. At the end of this second unit, grade 3 will do their second investigation of two in the year called “Cloud in a bottle,” where we use soda bottles, thermometers and other materials to measure air temperature and more. The following unit will likely be on Inheritance and helping to understand how living things get the traits they have. Third grade will likely do their final unit on “Survival” with Ms. Mani in STEM because of schedule constraints and the Engineering nature of the topic.

In the fourth grade, we are now moved to “Vision and Light” to understand how the body processes senses, such as vision (not as simple as staring and knowing). We had a hands-on experience with different things in film containers and we engaged one sense at a time to guess the objects. We heard the rattling of dry beans, saw white dice cubes, felt fake fur with our fingers, and smelled the scent of garlic powder. As we move on, we will learn the finer details of how these systems work and the parts involved, just like how electrical systems have parts that all need to function correctly

for the system to work as intended. In the third unit, we will focus to fossils and geology.

For fifth grade, we are moving along in our Earth Systems unit towards the Ecosystem unit. We are about wrapping the specifics of the Water Cycle as well. We are about done with the purple review books and assigned lessons for homework, with maybe one lesson not yet done for each class. Students should freely be completing any incomplete lessons and rereading prior lessons they had done, among studying with the various resources from the Science Google Classroom.

At the beginning of class, we are practicing questions from the 2024 and 2025 state exams to familiarize ourselves with the format of questions, reading level of texts, and more, such as test taking skills. Such skills include: process of elimination for multiple choice questions and Claim, Evidence, and Reasoning (CER) for answering open-ended questions. After school test prep sessions are doing this also, but we are using the Questar simulations and the new benchmarks assessments of grade 3 and 4 for similarity to the style of the state question. Fifth grade students should be studying 10-15 minutes nightly with the purple book and Google Classroom resources before we may do the Questar demo or other assessments from the purple book during class times for further practice. Students who study and practice more often will do better than those who do not and it can likely help with their Reading state test practice because of the involved reading and questions, through a Science lens. As the weather warms, let us keep the course as we enjoy ourselves and more sunshine!

All the best,
Mr. Lellis