Comment [3](A) classify matter by physical properties, including [~~shape, relative mass,~~] relative temperature, texture, flexibility, and whether material is a solid or liquid;

(B) compare changes in materials caused by heating and cooling;

(C) demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties [~~such as cutting, folding, sanding, and melting~~] ; and

(D) combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties.

(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:

(A) investigate the effects on objects [~~an object~~] by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter;

(B) observe and identify how magnets are used in everyday life; and

Comment [4](C) trace and compare patterns of movement of objects such as sliding, rolling, and spinning [~~the changes in the position of an object~~] over time. [~~such as a cup rolling on the floor and a car rolling down a ramp; and;~~]

[~~(D) compare patterns of movement of objects such as sliding, rolling, and spinning.~~]

(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

(A) observe, [~~and~~] describe, and compare rocks by size, texture, and color;

(B) identify and compare the properties of natural sources of freshwater and saltwater; and

(C) distinguish between natural and manmade resources.

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data;

(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation; and

[~~(C) explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions; and~~]

(C) [~~(D)~~] observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.

(9) Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:

(A) identify the basic needs of plants and animals;

(B) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things; and

(C) compare [~~and give examples of~~] the ways living organisms depend on each other and on their environments such as through food chains [~~within a garden, park, beach, lake, and wooded area~~] .