



Mystery Science Alignment with the Minnesota Academic Standards in Science (2019)

Mystery Science - Minnesota Alignment

Mystery Science aligns to the new Minnesota Academic Standards in Science (2019). Each lesson (exploration & activity) is designed to take one hour per week. To view each lesson's alignment to three-dimensional learning (disciplinary core ideas, science and engineering practices, and crosscutting concepts) view our <u>NGSS Alignment</u> document. Mini-lessons are 5-minute videos that answer K-5 student questions and can be used as a jumping off point to engage learners for a full lesson planned by the teacher.

Lesson Extensions. Extensions are available for each lesson and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings to help extend the learning.

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Kindergarten

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Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
	0L.1.2.1.2 Make observations of plants and animals to compare the diversity of life in different habitats.	Plant & Animal	Lesson 1: Why do woodpeckers peck wood? Lesson 2, Read-Along: Where do animals live?
Life Science	0L.2.1.1.3 Record and use observations to describe patterns of what plants and animals (including humans) need to survive.		Lesson 3: How can you find animals in the woods? Lesson 4, Read-Along: How do animals make their homes in the forest? Lesson 5: How do plants and trees grow? Lesson 6, Read-Along: Why would you want an old log in your backyard?
	0L.3.1.1.1 Develop a simple model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	<u>Mini-lessons</u>	Mini-lesson: Why are butterflies so colorful?** Mini-lesson: Why do snakes shed their skin?
	0E.1.1.1 Ask questions to obtain information from weather forecasts to prepare for and respond to severe weather.	Weather	Lesson 1: Have you ever watched a storm? Lesson 2, Read-Along: How can you get ready for a big storm?
Earth & Space Science	0E.2.1.1.2 Make daily and seasonal observations of local weather conditions to describe patterns over time.	<u>Watching</u> Mini-lessons	Lesson 3: What will the weather be like on your birthday? Lesson 4, Read-Along: How do you know what to wear for the weather? Mini-lesson: Where is the coldest place on Earth? Mini-lesson: Why are tornadoes so hard to predict?
	0E.1.1.1.2 Ask questions about how a person may reduce the amount of natural resources the individual uses.		Minnesota specific standard

** Indicates a mini-lesson with an included hands-on step-by-step STEAM activity from Mystery Science.





Kindergarten, continued

Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
Physical Science	0P.3.2.2.1 Design and build a structure to reduce the warming effect of sunlight on Earth's surface.	<u>Weather</u> <u>Watching</u>	
	0P.4.2.2.1 Communicate design ideas for a structure that reduces the warming effect of sunlight on Earth's surface.		Lesson 5: How could you warm up a frozen playground? Lesson 6, Read-Along: How could you walk barefoot across hot pavement without burning your feet?
	0P.1.2.1.1 Collect and organize observational data to determine the effect of sunlight on Earth's surface.		
	0P.2.1.1.1 Sort objects in terms of natural/human-made, color, size, shape, and texture, then communicate the reasoning for the sorting system.		Minnesota specific standard
	0P.2.2.1.1 Identify and describe patterns that emerge from the effects of different strengths or different directions of pushes.	Force Olympics	Lesson 1: What's the biggest excavator? Lesson 2, Read-Along: Why do builders need so many big machines? Lesson 3: How can you knock down a wall made of concrete? Lesson 4, Read-Along: How can you knock down the most bowling pins? Lesson 5: How can we protect a mountain town from falling rocks? Lesson 6, Read-Along: How could you invent a trap?
	0P.4.1.1.1 Construct an argument supported by evidence for whether a design solution works as intended to change the speed or direction of an object with a push or a pull.		





Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
	1L.1.1.1 Ask questions based on observations about the similarities and differences between young plants and animals and their parents.	<u>Plant & Animal</u> <u>Superpowers</u>	Lesson 4, Read-Along: Why do family members look alike?
	1L.3.1.1.1 Develop a simple model based on evidence to represent how plants or animals use their external parts to help them survive, grow, and meet their needs.	<u>Plant & Animal</u> <u>Superpowers</u>	Lesson 1: Why do birds have beaks? Lesson 3: Why are polar bears white? Lesson 6, Read-Along: What do sunflowers do when you're not looking?
Science		Mini-lessons	Mini-lesson: Why do cats purr? Mini-lesson: Can animals get a sunburn?
	1L.3.2.2.2 Plan and design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	<u>Plant & Animal</u> <u>Superpowers</u>	Lesson 5: Why do trees blow down in the wind?
	1L.4.2.1.2 Obtain information using various features of texts and other media to determine patterns in the behavior of parents and offspring that help offspring survive.	<u>Plant & Animal</u> <u>Superpowers</u>	Lesson 2, Read-Along: Why do baby ducks follow their mother?
Earth & Space Science	1E.4.1.1.1 Construct an argument based on evidence for how plants and animals (including humans) can change the non-living aspects of the environment to meet their needs.		Minnesota specific standard
	1E.2.2.1.1 Use quantitative data to identify and describe patterns in the amount of time it takes for Earth processes to occur and determine whether they occur quickly or slowly.	Work of Water	Lesson 1: If you floated down a river, where would you end up? Lesson 2: Why is there sand at the beach? Lesson 3: What's strong enough to make a canyon?
	1E.4.1.2.1 Construct an argument with evidence to evaluate multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Mini-lessons	Mini-lesson: How do earthquakes happen?
	1E.4.2.1.1 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Work of Water	Lesson 4: How can you stop a landslide?





Grade 1, continued

Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
Physical Science	1P.1.2.1.1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sounds can make materials vibrate.	<u>Lights &</u> <u>Sounds</u>	Lesson 1: How do they make silly sounds in cartoons? Lesson 2, Read-Along: Where do sounds come from? Lesson 3: What if there were no windows? Lesson 4, Read-Along: Can you see in the dark? Lesson 5: How could you send a secret message to someone far away? Lesson 6, Read-Along: How do boats find their way in the fog?
	1P.2.1.1.1 Identify and describe patterns obtained from testing different materials and determine which materials have the properties that are best suited for producing and/or transmitting sound.		
	1P.3.2.2.1 Design and build a device that uses light or sound to solve the problem of communicating over a distance.		
	1P.4.2.2.1 Communicate solutions that use materials to provide shelter, food, or warmth needs for communities including Minnesota American Indian tribes and communities.		Minnesota specific standard





Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
	2L.3.2.2.1 Engineer a device the mimics the structures and functions of plants or animals in seed dispersal.	<u>Plant</u> <u>Adventures</u>	Lesson 1: How did a tree travel halfway around the world?
Life Science	2L.4.1.1.1 Construct an argument with evidence that evaluates how in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	<u>Animal</u> <u>Adventures</u> <u>Mini-lessons</u>	 Lesson 1: How many different kinds of animals are there? Lesson 2: Why do frogs say "ribbit"? Lesson 3: How could you get more birds to visit a feeder? Mini-lesson: Why do animals come back after going to warm places in winter? Mini-lesson: Why can't fish breathe on land?
Earth & Space Science	2E.2.1.1.1 Represent data to describe typical weather conditions expected during a particular season.	Stormy Skies	Lesson 1: Where do clouds come from? Lesson 2: How can we predict when it's going to storm? Lesson 3: Why are some places always hot?
	2E.2.1.1.2 Analyze data from tests of objects designed to reduce the impacts of weather-related hazards and compare the strengths and weaknesses of how each performs.	Stormy Skies	Lesson 4: How can you keep a house from blowing away in a windstorm? Mini-lesson: What makes hurricanes so dangerous? Mini-lesson: Why are tornadoes so hard to predict? Mini-lesson: What's worse: a hurricane or a tornado?
	2E.4.2.1.2 Obtain and use information from multiple sources, including electronic sources, to describe climates in different regions of the world.	Stormy Skies	Lesson 3: Why are some places always hot?
	2E.4.2.1.1 Obtain and use information from multiple sources to identify where water is found on Earth.	Stormy Skies	Lesson 1: Where do clouds come from?





Grade 2, continued

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Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
Physical Science	2P.1.1.1 Ask questions about an object's motion based on observation, that can be answered by an investigation.	Invisible Forces	Lesson 1: How could you win a tug-of-war against a bunch of adults?
	2P.2.2.1.1 Identify and predict quantitative patterns of the effects of balanced and unbalanced forces on the motion or an object.		Lesson 2: What makes bridges so strong? Lesson 3: How can you go faster down a slide?
	2P.1.2.1.1 Plan and conduct an investigation to describe how heating and cooling affects different kinds of materials based upon their observable properties.	Material Magic	Lesson 1: Why do we wear clothes? * Lesson 2: Can you really fry an egg on a hot sidewalk? Lesson 3: Why are so many toys made out of plastic?
	2P.3.1.1.1 Develop a simple diagram or physical model to illustrate how some changes caused by heating or cooling can be reversed and some cannot.	<u>Mini-lessons</u>	Lesson 4: What materials might be invented in the lutite? Lesson 5: Could you build a house out of paper? * Mini-lesson: How is plastic made?
	2P.4.2.2.1 Obtain information and communicate how Minnesota American Indian Tribes and communities and other cultures apply knowledge of the natural world in determining which materials have the properties that are best suited for an intended purpose.		Minnesota Specific Standard

* The Material Magic unit includes three lessons that focus on material properties unrelated to heating and cooling. The lessons are included here for completeness of the unit, but the lessons focused on heating and cooling can be taught on their own.





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Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
Life Science	3L.1.2.1.2 Plan and conduct an investigation to determine how amounts of sunlight and water impact the growth of a plant.	<u>Plant</u> <u>Adventures</u> *	Lesson 2: Could a plant survive without light? Lesson 3: Why do trees grow so tall? Lesson 4: Should you water a cactus? Lesson 5: Where do plants grow best?
	3L.3.1.1.2 Develop multiple models to describe how organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common.	Power of Flowers* Mini-lessons	Lesson 1: Why do plants grow flowers? Lesson 2: Why do plants give us fruit? Mini-lesson: Why do leaves change color in the fall?**
	3L.3.2.1.1 Construct an explanation using evidence from various sources for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	Power of Flowers*	Lesson 3: Why are some apples red and some green? Lesson 4: How could you make the biggest fruit in the world?
	3L.4.1.1.1 Construct an argument about strategies animals use to survive.	Mini-lessons	Mini-lesson: Why do bears hibernate?** Mini-lesson: Where do bugs go in winter?
	3L.4.2.1.1 Obtain information from various types of media to support an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	<u>Human</u> <u>Machine</u> <u>Mini-lessons</u>	Lesson 1: Why do your biceps bulge? Lesson 2: What do people who are blind see? Lesson 3: How can some animals see in the dark? Lesson 4: How does your brain control your body? Mini-lesson: What would happen if you didn't have a skull?** Mini-lesson: Why do our skeletons have so many bones?** Mini-lesson: How does your heart pump blood?** Mini-lesson: Why do we need blood?

*Power of Flowers picks up where Plant Adventures left off. If your students haven't learned about what plants need for survival, we suggest that you teach Plant Adventures first.

** Indicates a mini-lesson with an included hands-on step-by-step STEAM activity from Mystery Science.





Grade 3, continued

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Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
Earth & Space Science	3E.2.1.1.1 Record observations of the sun, moon, and stars and use them to describe patterns that can be predicted.	<u>Spinning Sky</u> *	 Lesson 1: Could a statue's shadow move? Lesson 2, Read-Along: What does your shadow do when you're not looking? Lesson 3: How can the sun help you if you're lost? Lesson 4, Read-Along: Why do you have to go to bed early in the summer? Lesson 5: Why do the stars come out at night? Lesson 6, Read-Along: How can stars help you if you get lost?
	3E.2.2.1.1 Organize and electronically present collected data to identify and describe patterns in the amount of daylight in the different times of the year.	<u>Spinning Sky</u> * <u>Mini-lessons</u>	Lesson 3: How can the sun help you if you're lost?Lesson 4, Read-Along: Why do you have to go to bed early in the summer?Mini-lesson: What causes the Northern Lights?
	3E.4.2.2.1 Gather information and communicate how Minnesota American Indian Tribes and communities and other cultures use patterns in stars to make predictions and plans.	Mini-lessons	Mini-lesson: Who created the constellations?
	3P.1.1.1 Ask questions based on observations about why objects in darkness can be seen only when illuminated.		Minnesota specific standard
Physical Science	3P.1.2.1.1 Plan and conduct a controlled investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	Mini-lessons	Mini-lesson: Why is snow white? Mini-lesson: Why is the sky blue?
	3P.3.1.1.1 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	<u>Human</u> <u>Machine</u>	Lesson 2: What do people who are blind see? Lesson 3: How can some animals see in the dark?

*Spinning Sky was designed for NGSS grade 1, but can be modified for use in grade 3. Expect elements of these Mysteries to be simplified for a younger intended audience.





Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
	4L.4.1.1.1 Construct or support an argument that traits can be influenced by different environments.	<u>Animals</u> <u>Through Time</u>	 Lesson 1: Where can you find whales in a desert? Lesson 7: What's the best way to get rid of mosquitoes? Lesson 8: How long can people (and animals) survive in outer space?
Life Science	4L.4.2.1.2 Obtain information from various media sources to determine that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	<u>Animals</u> <u>Through Time</u> <u>Mini-lessons</u>	 Lesson 2: How do we know what dinosaurs looked like? Lesson 3: Can you outrun a dinosaur? Lesson 4: What kinds of animals might there be in the future? Lesson 5: Can selection happen without people? Lesson 6: Why do dogs wag their tails? Mini-lesson: What's the biggest tree in the world? Mini-lesson: What's the biggest apple in the world? Mini-lesson: Can a shark and a dolphin have babies? Mini-lesson: How can you tell if a mushroom is poisonous?
Earth & Space Science	4E.1.1.1.2 Ask questions about how water moves through the Earth system and identify the type of question.	<u>Watery Planet</u> <u>Mini-lessons</u>	
	4E.3.1.1.1 Develop a model based in part on student observations or data to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact.		Lesson 1: How much water is in the world? Lesson 2: When you turn on the faucet, where does the water come from? Lesson 3: Can we make it rain?
	4E.2.2.1.1 Interpret charts, maps, and/or graphs of the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.		Mini-lesson: Why is the ocean saity? Mini-lesson: How deep does the ocean go?
	4E.1.2.1.1 Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by the forces of water, ice, wind, or vegetation.	<u>The Birth of</u> <u>Rocks</u>	Lesson 3: Will a mountain last forever?
	4E.1.2.1.2 Plan and carry out fair tests in which variables are controlled and failure points are considered to improve a model or prototype to prevent erosion.		Lesson 4: How could you survive a landslide?





Grade 4, continued

Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
Earth & Space Science <i>(Cont.)</i>	4E.3.2.1.1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landscape over time.	<u>The Birth of</u> <u>Rocks</u> <u>Watery Planet</u>	Lesson 1: Could a volcano pop up where you live? Lesson 2: Why do some volcanoes explode? Lesson 3: Will a mountain last forever? Lesson 4: How could you survive a landslide? Lesson 4: How can you save a town from a hurricane?
	4E.3.2.2.1 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.		
	4E.4.2.1.1 Read and comprehend grade appropriate complex texts and/or other reliable media to describe that energy and fuels are derived from natural resources and their uses affect the environment.	<u>Energizing</u> Everything	Lesson 8: Where does energy come from?
	4E.4.2.2.1 Obtain and combine multiple sources of information about ways individual communities, including Minnesota American Indian Tribes and communities and other cultures use evidence and scientific principles to make decisions about the uses of Earth's resources.		Minnesota specific standard
Physical Science	4P.1.1.1 Ask questions to determine cause and effect relationships of electric and magnetic interactions between two objects not in contact with each other.	Invisible Forces	Lesson 4: What can magnets do?
	4P.1.1.2.1 Define a simple design problem that can be solved by applying scientific ideas about magnets.		Lesson 5: How can you unlock a door using a magnet?





Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
Life Science	5L.1.2.1.4 Plan and conduct an investigation to obtain evidence that plants get the materials they need for growth chiefly from air and water.	<u>Web of Life</u>	Lesson 1: Why would a hawk move to New York City? Lesson 2: What do plants eat? Lesson 3: Where do fallen leaves go? Lesson 4: Do worms really eat dirt? Lesson 5: Why do you have to clean a fish tank but not a pond? Lesson 6: Why did the dinosaurs go extinct?
	5L.3.1.1.3 Create an electronic visualization of the movement of matter among plants, animals, decomposers, and the environment.		
	5L.4.1.2.1 Evaluate the merit of a solution to a problem caused by changes in plant and animal populations as a result of environmental changes.		
Earth & Space Science	5E.2.2.1.2 Use data to describe patterns in the daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	<u>Spaceship</u> <u>Earth</u>	Lesson 1: How fast does the Earth spin? Lesson 2: Who set the first clock? Lesson 3: How can the sun tell you the season? Lesson 4: Why do the stars change with the seasons?
	5E.4.1.1.1 Use evidence to support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth.		Lesson 5: why does the moon change shape? Lesson 6: What are the wandering stars? Lesson 7: Why is gravity different on other planets? Lesson 8: Could there be life on other planets?





Grade 5, continued

Content Area	Academic Standards in Science	Mystery Science Unit	Mystery Science Lessons
Physical Science	5P.1.1.1.1 Ask investigatable questions and predict reasonable outcomes about the changes in energy, related to speed, that occur when objects interact.	Energizing Everything	Lesson 1: How is your body similar to a car? Lesson 2: What makes roller coasters go so fast? Lesson 3: Why is the first hill of a roller coaster always the highest?
	5P.2.1.1.1 Analyze and interpret data to show that energy can be transferred from place to place by sound, light, heat, and electric currents.	-	Lesson 4: Could you knock down a building using only dominoes? Lesson 5: Can you build a chain reaction machine? Lesson 6: What if there were no electricity? Lesson 7: How long did it take to travel across the country before cars
	5P.3.2.1.1 Construct an explanation based on evidence relating the speed of an object to the energy of that object.		
	5P.3.2.2.1 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	<u>Waves of</u> <u>Sound</u>	Lesson 1: How far can a whisper travel? Lesson 2: What would happen if you screamed in outer space? Lesson 3: Why are some sounds high and some sounds low?
	5P.1.2.1.2 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.		
	5P.1.2.1.3 Evaluate appropriate methods and tools to identify materials based on their properties prior to investigation.	<u>Chemical</u> <u>Magic</u>	Lesson 1: Are magic potions real? Lesson 2: Could you transform something worthless into gold? Lesson 3: What would happen if you drank a glass of acid? Lesson 4: What do fireworks, rubber, and silly putty have in common? Lesson 5: Why do some things explode?
	5P.2.2.1.1 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.		
	5P.3.1.1.1 Develop and refine a model to describe the matter is made of particles too small to be seen.		
	5P.3.1.1.2 Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.	Web of Life	Lesson 6: Why did the dinosaurs go extinct?

