**Try Your Hand at Nano**
Lesson focuses on two simple activities younger students can do to gain an appreciation of nanotechnology. First, students measure their hands in nanometers, second students learn about liquid crystals, their applications and nanotechnology connections and test how the heat of their hands changes the color of the crystals. They observe what they see, present their findings to the class, and reflect on the experience.

| Grade 3 | Grade 4 | Grade 5 | Grade 6 |
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| ***Strand: Scientific Investigation and Reasoning*** |
| 1.A Demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations including observing a schoolyard habitat. | 1.A Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations. | 1.A Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations. | 1.A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. |
| 1.B Make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics. | 1.B Make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans and plastic. | 1.B Make informed choices in the conservation, disposal, and recycling of materials. | 1.B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials. |
| 2.A Plan and implement descriptive investigations including asking and answering questions, making inferences, and selecting and using equipment or technology needed to solve a specific problem in the natural world. | 2.A Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions. | 2.A Describe, plan and implement simple experimental investigations testing one variable. | 2.A Plan and implement comparative and descriptive investigations by making observations, asking well- defined questions, and using appropriate equipment and technology. |
|  |  | 2.B Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology. | 2.B Design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology. |
| 2.B Collect data by observing and measuring using the metric system and recognize differences between observed and measured data. | 2.B Collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals, such as labeled drawings, writing, and concept maps. | 2.G Construct appropriate simple graphs, tables, maps, and charts using technology including computers to organize, examine, and evaluate information. | 2.C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers. |
| 2.C Construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data. | 2.C Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data. | 2.C Collect information by detailed observations and accurate measuring. | 2.D Construct tables, using repeated trials and means to organize data and identify patterns. |
| 2.D Analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations. | 2.D Analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured. | 2.D Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence. | 2.E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. |
| 2.F Communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion. | 2.F Communicate valid, oral and written results supported by data. | 2.F Communicate valid conclusions in both written and verbal forms. |
| 3.D Connect grade level appropriate science concepts with the history of science, science careers and contributions of scientists. | 3.D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. | 3.D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. | 3.D Relate the impact of research on scientific thought and society including the history of science and contributions of scientists as related to the content. |
| 4.A Collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums. | 4.A Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hotplates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums. | 4.A Collect and analyze information using tools including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, timing devices including clocks and stopwatches, magnets, collecting nets, notebooks and materials to support observations of habitats or organisms such as terrariums and aquariums. | 4.A Use appropriate tools to collect, record, and analyze information including: journals/ notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum. |
| *Strand: Matter and Energy* |
| 5.A Measure, test, and record physical properties of matter including temperature, mass, magnetism, and the ability to sink or float. | 5.A Measure, compare, and contrast physical properties of matter including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float. | ☆ 5.A Classify matter based on physical properties including: mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), and solubility in water, and the ability to conduct or insulate thermal energy or electric energy. | ✔6.A Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. |
| 5.B Describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container. |  |  |  |
| ✔5.C Predict, observe and record changes in the state of matter caused by heating or cooling. | 5.B Predict the changes caused by heating and cooling, such as ice becoming liquid water and condensation forming on the outside of a glass of ice water. |  |  |
| *Strand: Force, Motion and Energy* |
| 6.A Explore different forms of energy including mechanical, light, sound, and heat/thermal in everyday life. | 6.A Differentiate among forms of energy including mechanical, sound, electrical, light, and heat/thermal. | 6.A Explore the uses of energy including mechanical, light, thermal, electrical, and sound energy. | 8.A Compare and contrast potential and kinetic energy. |
|  | 6.B Differentiate between conductors and insulators. |  | 9.A Investigate methods of thermal energy transfer including conduction, convection, and radiation. |
|  |  |  | **9.B** Verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting. |