

	Use and share observations of local weather conditions to describe patterns over time. K-ESS2-1	supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	to represent the relationship between the needs of different plants and animals (including humans) and the	questions to obtain information about the purpose of weather forecasting to prepare for, and	the impact of humans on the land, water, air, and/or other	observations of the sun.	at different times of year to relate the amount of daylight to the time of year. 1-ESS1-2	from several sources to provide evidence that Earth events can occur quickly or	solutions designed to slow or prevent wind or water from changing the shape of	land and bodies of water in an area.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. 2-ESS2-3	to describe	claim about the merit of a design	from patterns in rock formations	wind, or vegetation.	interpret data from	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-1	impacts of natural Earth processes on humans. 4-ESS3-2	apparent brightness of the sun compared to other	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS1-2	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, e, and/or atmosphere interact. 5-ESS2-1	the amounts and percentages of water and fresh water in various	d communities use science ideas to o protect the Earth's resources and environment.
The Search For Planet 9 And Our Sushi-Powered Brains						X																	
Corn Your Toes and Blast-Off to the Moon!																		X					X
Your Shoelaces on G-Force and Bubble Guppies of the Future?										X	X							X					X
Pokemon Go Make Some Friends & The Noisy Sounds of Silence																							x
Dogs vs. Two-Year Olds, Tooting Cows, and Crickets for Breakfast																					X		x
Comets, Ice Age, and Human Civilization															х							X	
Mucus Mansions & Pooping Plastic																							х
Oh My Bleach! Save Our Reef!			X		Х							X									X		x
BANG! Where'd This Universe Come From?!																			X				
Hey Mars! Put A Ring On It!																			X				
Operation Earth: How To Be Cool To A Planet That's Hot					x										х			X			X		x
Your Crabby Pee Is Scaring Me!										X													
Samurai Vs. The Stink			Х																				
Un-BEE-lievable Bees!			х	Х	x																		



Episode	Use and share observations of local weather conditions to describe patterns over time. K-ESS2-1	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS2-2	to represent the relationship between the needs of different plants and animals (including humans)	questions to obtain information	the impact of humans on the land, water, air, and/or other	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	at different times of year to relate the amount of	from several sources to provide evidence that Earth events can occur quickly or	solutions designed to slow or prevent wind or water from changing	Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-ESS2-2	Obtain information to identify where water is found on Earth and that it can be solid or liquid. 2-ESS2-3	tables and	combine information to describe climates in different regions of the world.	claim about the merit of	formations and fossils in rock layers for changes in	wind, or vegetation.	Analyze and interpret data from maps to describe patterns of Earth's features. 4-ESS2-2	combine information to describe that energy and fuels are derived from natural resources and their	impacts of natural Earth processes		Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS1-2	Develop a model using an example to describe ways the geosphere, biosphere, hydrospher e, and/or atmosphere interact. 5-ESS2-1	the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the	about ways individual communities use science ideas to protect the Earth's resources and environment.
The Curious Case of the Everlasting Storm												X		X								X		
An Intergalactic Interloper!						X																		
Heeeere Foodie Foodie Foodie! - Edible Insects Are On The Menu!																						x		X
Hey Baby Island, How'd You Get Here? - When Underwater Volcanoes Grow UP!								x									x					X		
Here Comes The Sun-Powered Energy!																		х	Х			X		X
A Sunbrella For The Planet		X			X									X					X			Х		
Betelgeuse! Betelgeuse! An Outer Space SUPERNOVA																				х				
Painting the Town Cool: Can Colors Fight Climate Change?																								x
The Mysterious Case of the Missing Salmon					X																	X		X
Martian Beach Party																X								
What Happened to the Dinosaurs?!															x		X							
RoboFish: A Mindy and Guy Raz Production																								x
One True Millipede			X																					
Dennis and Reggie's Wild Ride!																								x



Episode	of local weather conditions to describe patterns over time. K-ESS2-1	supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS2-2	to represent the relationship between the needs of different plants and animals (including humans) and the	questions to obtain information about the purpose of weather forecasting to prepare for, and respond to,		observations of the sun, moon, and stars to describe	at different times of year to relate the amount of daylight to the time of year. 1-ESS1-2	from several sources to provide evidence that Earth events can occur quickly or	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-ESS2-2	Obtain information to identify where water is found on Earth and that it can be solid or liquid. 2-ESS2-3	data in tables and	information to describe climates in different regions of the world. 3-ESS2-2	claim about the merit of a design solution that	from patterns in rock	wind, or vegetation.	Analyze and interpret data from maps to describe patterns of Earth's features.	combine information to describe	argument that differences	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS1-2	Develop a model using an example to describe ways the geosphere, biosphere, hydrospher e, and/or atmosphere interact. 5-ESS2-1	and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the	about ways individual communities use science ideas to protect the Earth's resources and environment.
Greenland Beach Day			X								X		X		X	х					X		
Another Prehistoric Mystery								x	x						x						х		
Plastic-Eating Pets					Х																Х		X



	Use observations	Use materials to design a	Read texts and use media to	Make observations	Plan and conduct an	Develop a simple model	Develop models to	Construct	Analyze and interpret data	Use	Analyze and interpret data	Use evidence	Construct an argument with	Make a claim about the	Construct an argument	Use a model to describe that	Use models to describe	Support an	Develop a model to
Episode	to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1	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. 1-LS1-1	determine patterns in behavior of parents and offspring that help offspring survive. 1-LS1-2	to construct an evidence-bas ed account that young plants and animals are like, but not exactly like, their parents. 1-LS3-1	investigation to determine if plants need sunlight and water to grow. 2-LS2-1	simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS2-2	describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	an argument that some animals form groups that help members survive. 3-LS2-1	nutripret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS3-1	support the explanation that traits can be influenced by the	interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-1	an explanation for how the variations in characteristic s among individuals of the same			that plants and animals have internal and external structures that function to support survival, growth, behavior, and	animals receive different types of information through their senses, process the information in their brain, and respond to the information	that that energy in animals' food (used	argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1	describe the movement of matter among plants, animals, decompose rs, and the environmen t. 5-LS2-1
The Search For Planet 9 And Our Sushi-Powered Brains	X														x	X	X		
Corn Your Toes and Blast-Off to the Moon!																			X
A Hermit Crab Housing Crisis and The Great Human vs. Rabbit Race	x														x				
Dinosaurs' Puzzling Backbones											х				X				
Bag o' Worms & The Velocity of Poop							Х								Х	X			
Let's Flamingle!		X																	
Dogs vs. Two-Year Olds, Tooting Cows, and Crickets for Breakfast									x							x			
Invite Yourself to Dinner and How Pandas Got Their Spots										X			х						
The Fish with the Killer Kiss	X												X		X				
Hot Buttered Pop- cornPEE?!?	х														х				
Brain Freeze!																	X		
Cuckoo for Cocoa: Journey to the Chocolate Forests of South America																	х		
Astronauts, Clean Up Your Outer Space!		X													X				
Chill Out(side)!																Х			
Stick it Right Here, Sluggo!		X													X				
Back-To-School: Recess 101	Х																		
Two-Headed Space Worms															X				
Invasion of the Sea Pickles	Х							X					X	X	X				



Episode	Use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1	Use materials to 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.  1-LS1-1	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS1-2	Make observations to construct an evidence-bas ed account that young plants and animals are like, but not exactly like, their parents.	Plan and conduct an investigation to determine if plants need sunlight and water to grow. 2-LS2-1	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS2-2	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS1-1	Construct an argument that some animals form groups that help members survive. 3-LS2-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS3-1		Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-1	Use evidence to construct an explanation for how the variations in characteristic samong individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 3-LS4-2	a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.  3-LS4-4	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-1	describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different	energy in animals' food (used for body	Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1	Develop a model to describe the movement of matter among plants, animals, decompose rs, and the environmen t. 5-LS2-1
Where Did We Come From?									X										
Mucus Mansions & Pooping Plastic	Х	X													X				X
Hey Onion! You're Makin' Me Cry!	X														X				
That's NUTS!	X																		
Why Horses Can't Wear Flip Flops									X	X	Х				X				
WANTED: Giant Rat For Cracking Coconuts	х												X	X	X				
Oh My Bleach! Save Our Reef!	Х												X	Х	Х	X	X		X
Totally Spiced Out!	х																		
A Dog's Nose Always Knows															X	X			
Spaced Out Pen Pal Part 2						X													
Anti Social Animals			X					X											
All Natural Superheroes Part 1	Х												X		X	X			
All Natural Superheroes Part 2	X	X													X	X			
Your Crabby Pee Is Scaring Me!	Х						Х						X		Х	X	X		X
Somefin Smells Fishy In Here! Part 1																	X		
Somefin Smells Fishy In Here! Part 2	X												X	X			Х		
Do You See What I Hear?															Х				
How To Talk To Dogs?															Х	X			
Ear Ye, Ear Ye															Х	Х			
Samurai Vs. The Stink	Х						X						X	X	X		Х		X
Do Birds Of A Feather Flock Together?	х							х							x				



Episode	Use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use the external parts to help them survive, grow, and meet their needs.  1-LS1-1	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS1-2	Make observations to construct an evidence-bas ed account that young plants and animals are like, but not exactly like, their parents. 1-LS3-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.  2-LS2-1	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS2-2	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS1-1	Construct an argument that some animals form groups that help members survive. 3-LS2-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS3-1	evidence to support the	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-1	an explanation for how the variations in characteristic s among individuals of	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive eless well, and some cannot survive at all. 3-LS4-3	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.  3-LS4-4	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-1		energy in animals' food (used	Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1	Develop a model to describe the movement of matter among plants, animals, decompose rs, and the environmen t. 5-LS2-1
Un-BEE-lievable Bees!						X		X					X	X					X
Exploding Ants!	X						X	X							X	X			
Now Watch Me Drip Drip							X												
An Eyebrow Revolution!			X						X	Х	Х	Х							
The Dinosaur With Dandruff									х	Х	х				X				
How To Sleep Your Way To Victory															х				
Spit Take																X			
Extreme Makeover: Spider Edition	X						X		X						X	X			
The Karate Kickin' Cockroach							X								X				X
The Cubic Scoop on Wombat Poop!															X				X
Duck Duck Poop! - A Tale Of Symbiosis	X				X	X	X										Х	X	X
Long Live Lonesome George! - The Mysterious Genome of a Giant Tortoise	x						x												
Heeeere Foodie Foodie Foodie! - Edible Insects Are On The Menu!															X		x		x
So Cute You Can't Even! - The Science Of Cute Aggression																x			
Horsefly Don't Bother Me! - The Dazzling Mystery Of Zebra Stripes												x			x	X			
Hey Baby Island, How'd You Get Here? - When Underwater Volcanoes Grow UP!						x													
Song Of The Singing Mouse																X			



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Here Comes The Sun-Powered Energy!																		x
Pull A Face! The Science Of Four-Legged Facial Mimicry							х											
Getting Nosey About the Science of Smell: Why Different Sniffs Get Different Whiffs!														x	x			
Scaredy Sharks & The Science of Fear	х														X			x
Dinosaurs Take Flight! How Birds Evolved To Fly										Х								
G-Force Vs. Wasabi: How The Brain Registers Pain															X			
Growling Ghost-Crabs	X													X				X
Hugomatic 3000 And The Future of Soft Robotics		X										x						
A Scientific Songtacular															X			
Good Habitat Keeping	X		X								X			X		X		X
Underwater Nit-Pickin': Cleaner Shrimp And Why Big Fish Won't Eat Them	x				x							x		x				x
The Buzz on Bee Barf! Sticky Science Behind Bumblebee Vomit	X		X		x	x	X							x		x		
Laughter In A Can: How Our Brains Interpret Funny Business															X			
Nice-Off! Cats Vs Dogs															x			,



Episode	Use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1	Use materials to 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.  1-LS1-1	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS1-2	Plan and conduct an investigation to determine if plants need sunlight and water to grow.  2-LS2-1	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS2-2	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS1-1	Construct an argument that some animals form groups that help members survive. 3-LS2-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited variation of these traits exists in a group of similar organisms. 3-LS3-1	evidence to support the	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-1	to construct an explanation for how the variations in characteristic s among individuals of the same	a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.  3-LS4-4	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-1	animals receive different types of information through their senses, process the information in their brain, and respond to the information	to describe that that energy in animals' food (used	Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1	Develop a model to describe the movement of matter among plants, animals, decompose rs, and the environmen t. 5-LS2-1
Awe BATS!	X		X			Х	X							X	X	Х		X
What's Slower Than Slow?																Х		X
The Early Bird Gets TheBag Of Chips?!												X	X	X		X		X
Megalodon't Mess With This Monster!!	x							х		X				X				
So You've Been Swallowed By A Frog	х													х				
Slingshot Spider	Х	Х													Х			
Need to Settle A Dispute? Try Venom!														X				
Eyes On The																		
Behind: The Science of Optical Illusions and Ambush Predators	X						X				X	X		X	X			X
The Trouble With Pterosaur								х		Х								
This Or That? How Babies' Picks Become Preferences															x			
Chugga Chugga CHEW CHEW! The Science of Misophonia															Х			
Rat-A-Tat Tickle Attack: Do Rats Even Like Being Tickled?															х			
The Mysterious Case of the Missing Salmon	X											х	X	X				
Zoo Zoom Famous: Life Hacks From A Professional Cricket	x		х					x			х							
Sea Slug Style: Chop Off Your Head And Grow A New Body!	x																	
Tell Me How You Really Eel	X						X											
Orange is the New Bat	X							Х										
Tooth Ache Tooth Cake															X			



Episode	Use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1	Use materials to 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.  1-LS1-1	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.  1-LS1-2	observations to construct an	to determine	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS2-2	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS1-1	Construct an argument that some animals form groups that help members survive. 3-LS2-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS3-1	evidence to support the explanation that traits can be influenced by the	interpret data from fossils to provide evidence of the organisms and the environments	an explanation for how the variations in characteristic s among individuals of	a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	solution to a problem caused when the environment changes and the types of plants and animals that	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-1	different types of information through their senses, process the information in their brain, and respond to the information	to describe that that energy in animals' food (used for body repair, growth,	Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1	Develop a model to describe the movement of matter among plants, animals, decompose rs, and the environmen t. 5-LS2-1
Poo Poo Panda Party	Х							X				X	Х						
Adventures Through Aphantasia: When The Mind is Blind																Х			
Elephant In The Room: The Surprising Science of Elephant Trunks	x	x													x	х			
Googly Eyed Guy!		Х																	
Pepper Family Tree									X										
The Medieval Jousting Giraffe Weevil	X											X			X				
Disgustival																X			
Birds of a Feather Learn Together	X											X			X	X			
SpiderMindy to the Rescue: How Spider Silk Can Help the Planet!	X	X													X				X
A Dinosaur Tale	X	X									X	X			X				
RoboFish: A Mindy and Guy Raz Production								X					X		X	X			
One True Millipede	X									X									
G-Rex	X							X				X	X						
Orangutan Teacher	X		X												X	X			
Home Tweet Home - Which Nest Is Best?	x												x						
Dance Dance Defence-olution!	X							X								Х			
Drive-Thru Dolphin Spa	Х												X		Х	х			
Skydiving Salamander													Х		Х	х			
Nose-Picking Friends															Х	Х			
Lacking Lactose: How Just A Glass Can Give Us Gas!												x				x			



Episode	Use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1	to design a solution to a human problem by mimicking how plants and/or animals use	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS1-2	Make observations to construct an evidence-bas ed account that young plants and animals are like, but not exactly like, their parents. 1-LS3-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow. 2-LS2-1	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS2-2	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS1-1	Construct an argument that some animals form groups that help members survive. 3-LS2-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS3-1	evidence to support the	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-1	to construct an explanation for how the variations in characteristic s among individuals of the same	a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS4-3	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.  3-LS4-4	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	animals receive different types of information through their senses, process the information in their brain, and respond to the information in different	to describe that that energy in animals' food (used for body repair, growth, motion, and	Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1	Develop a model to describe the movement of matter among plants, animals, decompose rs, and the environmen t. 5-LS2-1
Not Our First Rodeo: The Science of Why Robots Can't Use Bullwhips																x			
Smile Like You Mean It																X			
Creepy Crawly Fest: Who Eats Spiders the Best?!	х										х				X	X	x		X
How To Talk To A Cat																X			
Love on Lizard Island	X						X					X							
Octopus Punch	X											X	X		X	X			
Turkey Love	Х		X				X	X							X	X			
Bee-Ball								X								X			
Greenland Beach Day	х										X		X						
Another Prehistoric Mystery							x	x			x	X	x						
The Rise of the Glassy-Winged Sharpshooter	Х														X	x	X		
Plastic-Eating Pets	x							X							X		X		x
Screaming Plants	х				X										X				
Magnets Messed With My Bird's Brain!														X	x	X			
Save Our Parasites													x	X	X	x	X		Х
My Elephant Got Loose	х		x										x	x	x	X	X		x



	to compare the effects of different strengths or different directions of pushes and pulls on the	works as	observations to determine the effect of sunlight on Earth's	and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.	to provide evidence that vibrating materials car make sound and that sound can make	an evidence- based account that objects in darkness can be seen only when illuminated.	conduct investigations to determine the effect of	conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-1	data obtained from testing different materials to determine which materials have the properties that are best suited for an	observations to construct an evidence-bas ed account of how an object made of a small set of pieces can be disassembled and made into a new	argument with evidence that some changes caused by heating or cooling can be reversed and some	conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	measurements of an object's motion to provide evidence that a pattern can be used to predict future	determine cause and effect relationships of electric or magnetic interactions between two objects not	construct an explanation relating the speed of an object to the energy of that	evidence that energy can be		design, test, and refine a device that converts energy from one	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. 4-PS4-1	the eye allows objects to	and compare multiple		quantities to provide	Make observations and measurements to identify materials based on their properties. 5-PS1-3	mixing of two or more	argument that the gravitational force exerted by Earth on objects is directed down.	d food (used
Corn Your Toes and Blast-Off to the Moon!	x								X																		
Your Shoelaces on G-Force and Bubble Guppies of the Future?																										х	
Pokemon Go Make Some Friends & The Noisy Sounds of Silence								X																			
Hot Buttered Pop- cornPEE?!?											X																
The Total Solar Eclipse (When the Moon Photobombs the Sun)			X										x						x								
Hey Mars! Put A Ring On It!			X	X		X														X						X	
Space Out Pen Pal Part 1							Х	Х																			
Space Out Pen Pal Part 2																										X	
Ear Ye, Ear Ye																	X	X									
UN-BEE-lievable Bees!																											X
The Curious Case of the Everlasting Storm																Х											
Now Watch Me Drip Drip			X					X	X		X											X	X	X	X		
An Elevator to the Stars!	X	X							X			X	X														
And the winner isRicequake!								X	Х																		
My Asteroid is Blowing Up!	X	X										X	Х														
Rat Race!																X											
Hugomatic 3000 And The Future of Soft Robotics									X															X			
A Scientific Songtacular														X		X											



Episode	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object K-PS2-1	solution works as intended to change the	materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.	evidence that vibrating materials can make sound and that sound can make	an evidence- based account that objects in darkness	s conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-1	from testing different materials to determine which materials have the properties that are best suited for an	observations to construct an evidence-bas ed account of how an object made of a small set of pieces can be disassembled and made into a new	argument with evidence that some changes caused by heating or cooling can be reversed and some	conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future	determine cause and effect relationships of electric or magnetic	construct an explanation relating the speed of an object to the energy of that	evidence that energy can be transferred from place to		refine a device that	waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to	describe that light reflecting from objects and entering	and compare multiple solutions that use patterns to transfer information. 4-PS4-3	Develop a model to describe that matter is made of particles too small to be seen. 5-PS1-1		Make observations and measurements to identify materials based on their properties. 5-PS1-3	mixing of	argument that the gravitational force exerted by Earth on objects is directed down.	to describe that energy in animals'
The Rise And Fall of Static Man													х		X											
Ah, BATS!																										X
What's Slower Than Slow?																										X
Oobleck! Make Up Your Mind!							X	X		X												X	X	X		
Slingshot Spider														X												
Masking For A Friend: The Science of How Wearing A Mask Helps Us And Our Neighbors							x	x													x					
Painting the Town Cool: Can Colors Fight Climate Change?			X				X	X																		
Zoo Zoom Famous: Life Hacks From A Professional Cricket				x																						
Needs More Seashell! An Ancient Seashell Sings A New Song				x																						
Pop-Up Pasta Party							X									X										
The Medieval Jousting Giraffe Weevil																										
SpiderMindy to the Rescue: How Spider Silk Can Help the Planet!	,						х	x	х																	
Dennis and Reggie's Wild Ride!		X		X			X	х						X	X											
Skydiving Salamander											X															
Toothbrushing Microbots: Coming to a Mouth Near You?								x	X				x											x		
Not Our First Rodeo: The Science of Why Robots Can't Use Bullwhips	X	X									x	x		x		X										



Episode	investigation to compare the effects of different strengths or different directions of pushes and pulls on the	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. K-PS2-2	observations to determine the effect of sunlight on Earth's	and materials provided to design and build a	evidence that vibrating materials can make sound and that sound can make	an evidence- based account that	investigations to determine the effect of placing objects made with different materials in the path of a beam of light	to describe and classify different kinds of materials by their observable	data a obtained from testing different materials to determine which materials have the properties that are best suited for an	evidence-bas ed account of how an object made of a small set of pieces can be disassembled and made into a new	an argument with evidence that some changes caused by heating or cooling can be reversed and some	investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	measurements of an object's motion to provide evidence that a pattern can be used to predict future	determine cause and effect relationships of electric or magnetic interactions between two objects not	construct an explanation relating the speed of an object to the energy	to provide evidence that energy can be	outcomes about the	ideas to design, test, and refine a	Develop a model of waves to describe patterns for amplitude and wavelength and that waves can cause objects to move.	describe that light reflecting from objects and	Generate and compare multiple solutions that use patterns to transfer information. 4-PS4-3	Develop a model to describe that matter is made of particles too small to be seen. 5-PS1-1	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, or mixing substances, the total weight of matter is conserved. 5-PS1-2	Make observations and measurements to identify materials based on their properties. 5-PS1-3	mixing of two or more substances results in new	argument	
Reggie And The Chocolate Factory					х	х		X															X	X	х		
The Rise of the Glassy-Winged Sharpshooter									x								x										
Screaming Plants					X																						
Magnets Messed With My Bird's Brain!												x		x													
Can I Print You Some Dessert?								X	X	X	X												X	X	X		
A Diaper Home for G-Force								X	Х	X																	