

*Florida Science Standards
GRADE 3
Correlations with AIMS Activities and Scott Foresman Science Series*

BIG IDEA 1: The Practice of Science

BENCHMARK CODE	BENCHMARK
SC.3.N.1.1	<p><i>Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</i></p>
	<p><i>“A Safe Landing”, AIMS Under Construction, pg. 25-32. Explore the effectiveness of different materials in absorbing the energy of a hard-boiled egg which is dropped from a determined height.</i></p> <p><i>“Cool Colors”, AIMS Magazine October 2001, pg. 36-40. Record, graph, and compare the temperatures of different colored objects that have been heated by the sun.</i></p> <p><i>“Heat and Color”, AIMS Primarily Physics, pg. 154-159. Observe that dark colors absorb radiant energy faster than light colors using a thermometer to measure temperature.</i></p> <p><i>“Hot Pockets”, AIMS Magazine 2005, pg. 2-9. Explore the effects of color on the absorption of heat energy.</i></p> <p><i>“Puff Mobiles”, AIMS Popping with Power, pg. 42-46. Construct a straw sail car powered by their own wind energy. They will test and modify the car to achieve the maximum distance in five seconds.</i></p>

SC.3.N.1.2	<i>Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.</i>
	<i>Almost all AIMS activities</i>
SC.3.N.1.3	<i>Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.</i>
	<i>Almost all AIMS activities</i>
SC.3.N.1.4	<i>Recognize the importance of communication among scientists.</i>
	<i>Almost all AIMS activities</i>
SC.3.N.1.5	<i>Recognize that scientists question, discuss, and check each others' evidence and explanations.</i>
	<i>Almost all AIMS activities</i>
SC.3.N.1.6	<i>Infer based on observation.</i>
	<i>Almost all AIMS activities</i>
SC.3.N.1.7	<i>Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.</i>
	<i>Almost all AIMS activities</i>

BIG IDEA 3: The Role of Theories, Laws, Hypotheses, and Models

BENCHMARK CODE	BENCHMARK
SC.3.N.3.1	<i>Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.</i>
	<i>“What is Hot and What is Cold?”, AIMS Primarily Physics, pg. Learn what hot and cold means.</i>
SC.3.N.3.2	<i>Recognize that scientists use models to help understand and explain how things work.</i>
	<p><i>“Apparent Sizes”, AIMS Out of this World, pg. 8-12. Observe how objects seem to change in size with distance.</i></p> <p><i>“It All Depends on Your Point of View”, AIMS Out of this World, pg. 194-203. Discover that the star patterns seen in constellations are the result of the observer's perspective. Construct 3-d models of constellations.</i></p> <p><i>“The Mini Water Cycle”, AIMS Water Precious Water Book A, pg. 23-24. Make a miniature water cycle inside a plastic bag.</i></p>
SC.3.N.3.3	<i>Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.</i>
	<p><i>“Apparent Sizes”, AIMS Out of this World, pg. 8-12. Observe how objects seem to change in size with distance.</i></p> <p><i>“It All Depends on Your Point of View”, AIMS Out of this World, pg. 194-203. Discover that the star patterns seen in constellations are the result of the observer's perspective. Construct 3-d</i></p>

models of constellations.

“The Mini Water Cycle”, AIMS Water Precious Water Book A, pg. 23-24.

Make a miniature water cycle inside a plastic bag.

BIG IDEA 5: Earth in Space and Time

BENCHMARK CODE	BENCHMARK
SC.3.E.5.1	<i>Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.</i>
<i>Text: 15.4 What are star patterns?, pg. 436- 441.</i> <i>Guided Inquiry: When is the Big Dipper not the Big Dipper?, pg. 440-441.</i>	<i>“Stargazers”, More Picture Perfect Science Lessons, pg. 179-196. Observe stars and record observations. Learn about constellations.</i> <i>“Apparent Sizes”, AIMS Out of this World, pg. 8-12. Observe how objects seem to change in size with distance.</i> <i>“Stars in the Milky Way Galaxy”, AIMS Out of this World, pg. 181-193. Discover the method scientists use to estimate the number of stars in the galaxy.</i> <i>“It All Depends on Your Point of View”, AIMS Out of this World, pg. 194-203. Discover that the star patterns seen in constellations are the result of the observer's perspective. Construct 3-d models of constellations.</i> <i>“Twinkle, Twinkle, Little Star”, Read and Understand Science Grades 2-3, pg. 40-44. Why stars seem to twinkle.</i>

<p>SC.3.E.5.2</p>	<p><i>Identify the Sun as a star that emits energy; some of it in the form of light.</i></p>
<p><i>Text: The Sun, pg. 423.</i></p>	<p><i>“Stargazers”, More Picture Perfect Science Lessons, pg. 179-196. Observe stars and record observations. Learn about constellations.</i></p> <p><i>“Hot Pockets”, AIMS Magazine 2005, pg. 2-9. Explore the effects of color on the absorption of heat energy.</i></p> <p><i>“Heat and Color”, AIMS Primarily Physics, pg. 154-159. Observe that dark colors absorb radiant energy faster than light colors using a thermometer to measure temperature.</i></p> <p><i>“Sunsational Changes”, AIMS Earth Book, pg. 329-335. Explore how the sun heats Earth materials; measure, record, and graph temperature changes over time.</i></p> <p><i>“Cool Colors”, AIMS Magazine October 2001, pg. 36-40. Record, graph, and compare the temperatures of different colored objects that have been heated by the sun.</i></p>
<p>SC.3.E.5.3</p>	<p><i>Recognize that the Sun appears large and bright because it is the closest star to Earth.</i></p>
<p><i>Text: The Sun, pg. 423.</i></p> <p><i>Stars and the Telescope, pg. 436-437.</i></p>	<p><i>“Stargazers”, More Picture Perfect Science Lessons, pg. 179-196. Observe stars and record observations. Learn about constellations.</i></p> <p><i>“Apparent Sizes”, AIMS Out of this World, pg. 8-12. Observe how objects seem to change in size with distance.</i></p>

<p>SC.3.E.5.4</p>	<p><i>Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.</i></p>
<p><i>Text: Gravity and Magnetism, pg. 336-337.</i></p>	<p><i>“Roller Coasters”, More Picture Perfect Science Lessons, pg. 133-146. Explore ways to change the speed and direction of a rolling object. Investigate the idea that gravity affects all objects equally.</i></p> <p><i>“Sheep in a Jeep”, Picture Perfect Science Lessons, pg. 181-204. Investigate forces and motion using ramps, toy jeeps, and plastic farm animals. Design and evaluate a device to slow the motion of a falling object.</i></p> <p><i>“Defying Gravity”, AIMS Mostly Magnets, pg. 64-66. Use magnets and other materials to build a system that defies gravity.</i></p> <p><i>“Gravity”, Read and Understand Science Grades 4-6, pg. 25-29. Effect of gravity on the solar system and the tides.</i></p>
<p>SC.3.E.5.5</p>	<p><i>Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.</i></p>
<p><i>Text: 16.4 What are star patterns?, pg. 436- 441.</i></p>	<p><i>“Stargazers”, More Picture Perfect Science Lessons, pg. 179-196. Observe stars and record observations. Learn about constellations.</i></p> <p><i>“Stars in the Milky Way Galaxy”, AIMS Out of this World, pg. 181-193. Discover the method scientists use to estimate the number of stars in the galaxy.</i></p> <p><i>“It All Depends on Your Point of View”, AIMS Out of this World, pg. 194-203. Discover that the star patterns seen in constellations are the result of the observer's perspective. Construct 3-d models of constellations.</i></p>

BIG IDEA 6: Earth Structures

BENCHMARK CODE	BENCHMARK
SC.3.E.6.1	<i>Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.</i>
<i>Text: The Sun, pg 423. Sources of Light, pg. 370.</i>	<i>“Hot Pockets”, AIMS Magazine 2005, pg. 2-9. Explore the effects of color on the absorption of heat energy. “Heat and Color”, AIMS Primarily Physics, pg. 154-159. Observe that dark colors absorb radiant energy faster than light colors using a thermometer to measure temperature. “Sunsational Changes”, AIMS Earth Book, pg. 329-335. Explore how the sun heats Earth materials; measure, record, and graph temperature changes over time. “Cool Colors”, AIMS Magazine October 2001, pg. 36-40. Record, graph, and compare the temperatures of different colored objects that have been heated by the sun.</i>

BIG IDEA 8: Properties of Matter

BENCHMARK CODE	BENCHMARK
SC.3.P.8.1	<i>Measure and compare temperatures of various samples of solids and liquids.</i>
	<i>“Hot Pockets”, AIMS Magazine 2005, pg. 2-9. Explore the effects of color on the absorption of heat energy. “What's the Temperature?”, AIMS Primarily Physics, pg. 134-143. Read a thermometer in various locations.</i>

	<p><i>“Heat and Color”, AIMS Primarily Physics, pg. 154-159. Observe that dark colors absorb radiant energy faster than light colors using a thermometer to measure temperature.</i></p> <p><i>“What is Hot and What is Cold”, AIMS Primarily Physics, pg. 121-125. Distinguish between hot and cold things.</i></p> <p><i>“Temperature Told Hot or Cold”, AIMS Winter Wonders, pg. 82-86. Build a model thermometer and use an immersion thermometer.</i></p> <p><i>“Cool Colors”, AIMS Magazine October 2001, pg. 36-40. Record, graph, and compare the temperatures of different colored objects that have been heated by the sun.</i></p> <p><i>“Sunsational Changes”, AIMS Earth Book, pg. 329-335. Explore how the sun heats Earth materials; measure, record, and graph temperature changes over time.</i></p>
<p>SC.3.P.8.2</p>	<p><i>Measure and compare the mass and volume of solids and liquids.</i></p>
<p><i>Text: Tools for Measuring Mass, pg. 284.</i></p> <p><i>Tools for Measuring Volume, pg. 285.</i></p>	<p><i>“Cups 'n Stuff”, AIMS Hardhatting in a GeoWorld, pg. 59-63 Measure and order the mass of five different materials with equal volume.</i></p> <p><i>“Balance Bazaar”, AIMS Solve It! 3rd, pg. 78-83. Devise a plan for ordering objects from lightest to heaviest using only a balance and the objects themselves.</i></p>
<p>SC.3.P.8.3</p>	<p><i>Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</i></p>

<p><i>Text:</i> <i>How can we describe matter?, pg. 279</i></p>	<p><i>“Seed Sort”, AIMS Primarily Plants, pg. 43-49.</i> <i>Count and sort seeds to find likenesses and differences.</i></p> <p><i>“All Sorts of Stuff”, AIMS Under Construction, pg. 5-9.</i> <i>Sort and classify a variety of materials.</i></p> <p><i>“Properties”, Read and Understand Science Grades 3-4, pg. 25-29.</i> <i>Properties of objects.</i></p>
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BIG IDEA 9: Changes in Matter

BENCHMARK CODE	BENCHMARK
SC.3.P.9.1	<p><i>Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.</i></p>
<p><i>Text:</i> <i>2.2 “How do forms of water change?”, pg. 156-159.</i></p>	<p><i>“The Mini Water Cycle”, AIMS Water Precious Water Book A, pg. 23-24.</i> <i>Make a miniature water cycle inside a plastic bag.</i></p> <p><i>“Moving Water”, AIMS Water Precious Water Book A, pg. 25-26.</i> <i>Demonstrate evaporation and condensation.</i></p> <p><i>“Moving Raindrops in the Water Cycle”, AIMS Water Precious Water Book A, pg. 27- 29.</i> <i>Construct a visual aid depicting the water cycle.</i></p> <p><i>“Water to Ice to Water”, AIMS Primarily Earth, pg. 106-109.</i> <i>Discover that water expands as it freezes and that it will float.</i></p> <p><i>“Melt an Ice Cube”, AIMS Under Construction”, pg. 148-153.</i> <i>Determine ways to rapidly melt an ice cube, and ways to prevent ice from melting.</i></p>

	<p><i>“Disappearing Act”, AIMS Primarily Earth, pg.102-105. Observe the process of evaporation.</i></p> <p><i>“States of Matter”, Read and Understand Science Grades 3-4, pg. 40-44. Solid, liquid, and gas.</i></p>
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BIG IDEA 10: Forms of Energy

BENCHMARK CODE	BENCHMARK
SC.3.P.10.1	<p><i>Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.</i></p>
<p><i>Text: Ch. 13 Energy, pg. 353-383.</i></p>	<p><i>“Music to Your Ears”, Read and Understand Science Grades 3-4, pg. 15-19. How sound is produced and interpreted.</i></p> <p><i>“Listen for the Sounds”, Read and Understand Science Grades 2-3, pg. 55-59. Sounds, vibration, and hearing.</i></p> <p><i>“Keeping Warm”, Read and Understand Science Grades 2-3, pg. 100-104. Heat transference and the function of insulation.</i></p> <p><i>“The Miracle of Light”, Read and Understand Science Grades 3-4, pg. 100-104. Natural and artificial light.</i></p> <p><i>“Why do Basketballs Bounce? Why do Eggs ... Not?”, Read and Understand Science Grades 4-6, pg. 15-19. Energy storage and transfer. Would make a good introduction to “A Safe Landing.”</i></p>

<p>SC.3.P.10.2</p>	<p><i>Recognize that energy has the ability to cause motion or create change.</i></p>
<p><i>Text:</i> <i>Ch. 13 Energy,</i> <i>pg. 353-383.</i></p>	<p><i>“Roller Coasters”, More Picture Perfect Science Lessons, pg. 133-146.</i> <i>Explore ways to change the speed and direction of a rolling object. Investigate the idea that gravity affects all objects equally.</i></p> <p><i>“Sheep in a Jeep”, Picture Perfect Science Lessons, pg. 181-204.</i> <i>Investigate forces and motion using ramps, toy jeeps, and plastic farm animals. Design and evaluate a device to slow the motion of a falling object.</i></p> <p><i>“Puff Mobiles”, AIMS Popping with Power, pg. 42-46.</i> <i>Construct a straw sail car powered by their own wind energy. They will test and modify the car to achieve the maximum distance in five seconds.</i></p> <p><i>“A Safe Landing”, AIMS Under Construction, pg. 25-32.</i> <i>Explore the effectiveness of different materials in absorbing the energy of a hard-boiled egg which is dropped from a determined height.</i></p> <p><i>“Melt an Ice Cube”, AIMS Under Construction”, pg. 148-153.</i> <i>Determine ways to rapidly melt an ice cube, and ways to prevent ice from melting.</i></p> <p><i>“Why do Basketballs Bounce? Why do Eggs ... Not?”, Read and Understand Science Grades 4-6, pg. 15-19.</i> <i>Energy storage and transfer. Would make a good introduction to “A Safe Landing.”</i></p>
<p>SC.3.P.10.3</p>	<p><i>Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.</i></p>
<p><i>Text:</i> <i>13.4 “What is Light</i></p>	<p><i>“Mirror, Mirror”, More Picture Perfect Science Lessons, pg. 147-</i> <i>Using flashlights, mirrors, and spoons, explore how light travels and investigate how light is reflected differently off of</i></p>

<p><i>energy?”</i>, pg. 370-373.</p> <p><i>Flip Chart Activity “How does light travel?”</i>, pg. 353E.</p>	<p><i>different surfaces.</i></p> <p><i>“Light Rays Slow Down”</i>, AIMS Primarily Physics, pg. 98-102. <i>Observe properties of light as it travels through different mediums.</i></p> <p><i>“Just Passing Through”</i>, AIMS Primarily Physics, pg. 92-97. <i>Use a flashlight to discover which materials are transparent, translucent, or opaque.</i></p> <p><i>“Catch A Ray”</i>, AIMS Ray's Reflections, pg. 1-5. <i>Use plane mirrors to catch a beam of light and redirect it.</i></p> <p><i>“Mirrors Reflect”</i>, AIMS Primarily Physics, pg. 85-91. <i>Use mirrors to show light travels in a straight line.</i></p> <p><i>“Rainbows”</i>, Read and Understand Science Grades 2-3, pg. 65-69. <i>How a rainbow is formed. Colors of a rainbow.</i></p> <p><i>“Bouncing and Bending Beams of Light”</i>, Read and Understand Science Grades 4-6, pg. 30-34. <i>Reflection, refraction, and mirror images.</i></p>
<p>SC.3.P.10.4</p>	<p><i>Demonstrate that light can be reflected, refracted, and absorbed.</i></p>
<p><i>Text:</i> <i>How Light Changes</i>, pg. 372-373.</p>	<p><i>“Mirror, Mirror”</i>, More Picture Perfect Science Lessons, pg. 147- <i>Using flashlights, mirrors, and spoons, explore how light travels and investigate how light is reflected differently off of different surfaces.</i></p> <p><i>“Light Rays Slow Down”</i>, AIMS Primarily Physics, pg. 98-102. <i>Observe properties of light as it travels through different mediums.</i></p>

*“Just Passing Through”, AIMS Primarily Physics”, pg. 92-97.
Use a flashlight to discover what materials are transparent, translucent, or opaque.*

*“Catch A Ray”, AIMS Ray's Reflections, pg. 1-5.
Use plane mirrors to catch a beam of light and redirect it.*

*“Mirrors Reflect”, AIMS Primarily Physics, pg. 85-91.
Use mirrors to show light travels in a straight line.*

*“Clownin' Around”, AIMS Magazine July/August 1997, pg. 44-47.
Look through the water of partially filled containers and observe how the drawing of a clown changes.*

*“Prism Power”, AIMS Primarily Physics, pg. 113-118.
Recognize that white light is made of different colors.*

*“Rainbows”, Read and Understand Science Grades 2-3, pg. 65-69.
How a rainbow is formed. Colors of a rainbow.*

*“Bouncing and Bending Beams of Light”, Read and Understand Science Grades 4-6, pg. 30-34.
Reflection, refraction, and mirror images.*

BIG IDEA 11: Energy Transfer and Transformations

BENCHMARK CODE	BENCHMARK
SC.3.P.11.1	<i>Investigate, observe, and explain that things that give off light often also give off heat.</i>
<p><i>Text:</i> Sources of light, pg. 370-371.</p>	<p><i>“Hot Pockets”, AIMS Magazine 2005, pg. 2-9. Explore the effects of color on the absorption of heat energy.</i></p> <p><i>“Cool Colors”, AIMS Magazine October 2001, pg. 36-40. Record, graph, and compare the temperatures of different colored objects that have been heated by the sun.</i></p> <p><i>“Sunsational Changes”, AIMS Earth Book, pg. 329-335. Explore how the sun heats Earth materials; measure, record, and graph temperature changes over time.</i></p> <p><i>“Heat and Color”, AIMS Primarily Physics, pg. 154-159. Observe that dark colors absorb radiant energy faster than light colors using a thermometer to measure temperature.</i></p>
SC.3.P.11.2	<i>Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.</i>
<p><i>Text:</i> 13.3 What is heat energy?, pg. 366-367.</p>	<p><i>“Heat from Friction”, AIMS Primarily Physics, pg. 126-128. Observe that rubbing two surfaces together produces energy.</i></p>

BIG IDEA 14: Organization and Development of Living Organisms

BENCHMARK CODE	BENCHMARK
SC.3.L.14.1	<i>Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.</i>
<i>Text: Ch 1 Plants and how they grow, pg. 1-32.</i>	<p><i>“Rice is Life”, Picture Perfect Science Lessons, pg. 69-91. Explore the life cycle of rice and explore controls, variables, and experimental design by investigating how rice grows and by designing their own growth experiment.</i></p> <p><i>“It’s in the Bag”, AIMS Primarily Plants, pg. Plant seeds in a plastic bag and measure the growth of roots, stems, and leaves.</i></p> <p><i>“Cactus”, AIMS Budding Botanist, pg. 87-89. Observe the adaptations of a cactus plant.</i></p> <p><i>“This is My Flower”, AIMS Primarily Plants, pg. 184-189. Describe the parts of a flower and their functions.</i></p> <p><i>“New Plant Discovery”, AIMS Budding Botanist, pg. 90-92. Design and make a plant adapted to a certain type of environment.</i></p> <p><i>“Plants from Seeds”, Read and Understand Science Grades 2-3, pg. 5-9. Flowering plant life cycle.</i></p> <p><i>“How Seeds Travel”, Read and Understand Science Grades 2-3, pg. 25-29. Ways plant seeds are dispersed.</i></p> <p><i>“Trees”, Read and Understand Science Grades 2-3, pg. 35-39. Parts of a tree and their functions.</i></p>

<p>SC.3.L.14.2</p>	<p><i>Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.</i></p>
<p><i>Text: Ch 1 Plants and how they grow, pg. 1-32.</i></p>	<p><i>“Rice is Life”, Picture Perfect Science Lessons, pg. 69-91. Explore the life cycle of rice and explore controls, variables, and experimental design by investigating how rice grows and by designing their own growth experiment.</i></p> <p><i>“What Temperature is Best?”, AIMS Primarily Plants, pg. 126-129. Put plants in three different environments to see how they respond to extremes of temperature.</i></p> <p><i>“New Plant Discovery”, AIMS Budding Botanist, pg. 90-92. Design and make a plant adapted to a certain type of environment.</i></p>

BIG IDEA 15: Diversity and Evolution of Living Organisms

BENCHMARK CODE	BENCHMARK
SC.3.L.15.1	<p><i>Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.</i></p>
<p><i>Text:</i> 2.1 How are animals grouped?, pg. 38-43.</p>	<p><i>“Animal Antics”, AIMS Critters, pg. 8-16. Sort animals into appropriate classifications.</i></p> <p><i>“Mammals on My Mind”, AIMS Bats Incredible, pg. 10-17. Explore characteristics of and analyze information about bats to determine their fit into this category.</i></p> <p><i>“Animals of a Sort”, AIMS, pg. 1-9. Sort animals using various features or characteristics.</i></p> <p><i>“Animals without a Backbone”, Read and Understand Science Grades 2-3, pg. 90-94. Characteristics of invertebrates and insects.</i></p> <p><i>“In a Class by Itself”, Read and Understand Science Grades 3-4, pg. 105-109. Animal classification.</i></p>
SC.3.L.15.2	<p><i>Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.</i></p>
<p><i>Text:</i> 1.3 How are plants grouped?, pg. 14-17.</p>	<p><i>“New Plant Discovery”, AIMS Budding Botanist, pg. 90-92. Design and make a plant that is adapted to a certain type of environment.</i></p> <p><i>“This is My Flower”, AIMS Primarily Plants, pg. 184-189. Describe the parts of a flower and their functions.</i></p> <p><i>“Spores: A Special Seed”, AIMS Primarily Plants, pg. 83-86.</i></p>

Observe spores.

BIG IDEA 17: Interdependence

BENCHMARK CODE	BENCHMARK
SC.3.L.17.1	<p><i>Describe how animals and plants respond to changing seasons.</i></p> <p><i>“What Temperature is Best?”, AIMS Primarily Plants, pg. 126-129.</i></p> <p><i>Observe how plants are affected by extremes of temperature.</i></p> <p><i>“Schoolyard Safari”, AIMS Magazine October 1998, pg. 49-56.</i></p> <p><i>During the four seasons, observe areas of the schoolyard and record observations about the plants and animals.</i></p> <p><i>“Season Cycles”, AIMS Magazine Fall 2005, pg. 10-17.</i></p> <p><i>Recognize that changes in seasons change animal behavior.</i></p>
SC.3.L.17.2	<p><i>Recognize that plants use energy from the Sun, air, and water to make their own food.</i></p>
<p><i>Text:</i> <i>Why plants need leaves, pg. 8-9.</i></p>	<p><i>“Rice is Life”, Picture Perfect Science Lessons, pg. 69-91.</i></p> <p><i>Explore the life cycle of rice and explore controls, variables, and experimental design by investigating how rice grows and by designing their own growth experiment.</i></p> <p><i>“What Do Plants Need to Grow?”, AIMS Primarily Plants, pg. 120-125.</i></p> <p><i>Understand that healthy plants need soil, water, light, and air.</i></p> <p><i>“Photosynthesis”, AIMS Budding Botanist, pg. 123-128.</i></p> <p><i>Observe the production of oxygen through</i></p>

photosynthesis.

“It's in the Bag”, AIMS Primarily Plants, pg.

Plant seeds in a plastic bag and measure the growth of roots, stems, and leaves.