interactive SCIENCE

INDIANA

GRADE 3

STANDARDS AND CORRELATIONS GUIDE

READING STREET

Correlations and Resources to help you use Interactive Science with your Indiana Academic Standards and your reading program.

Pearson

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Dear Indiana K-5 Educators,

With an ever-changing world and a competitive 21st century workforce, today's students need a solid K–12 education to be fully prepared for their futures. The Indiana Academic Standards for Science 2016 provide a strong framework for science education that improves student achievement through a focus on inquiry-based, hands-on science that emphasizes critical thinking, and options for personalized learning. By learning to think like scientists and engage in scientific practices, students will develop and apply the 21st century skills they'll need for success in college and careers.

To successfully implement these new standards, teachers need trusted instructional materials that match the scope and sequence expectations, as well as best-in-class professional development to help adapt to this shift in science education. Yet we understand the integral relationship your science instruction needs to have with literacy, so for every day, every lesson, and for every topic, ***Interactive Science*** will help you teach, practice, and apply all the expected reading, writing, speaking and listening, vocabulary, and media literacy skills students need to be successful and proficient learners.

To show you how Pearson's ***Interactive Science*** can be integrated into your classroom and curriculum alongside other programs and disciplines, we have created grade level Planning Guides, which correlate our science program to the new Indiana Academic Standards for Science 2016, and with reading programs you may already be utilizing. The end goal is to highlight thematic connections that exist between Interactive Science and the other programs in your classroom to help you plan and build your lessons effectively and efficiently.

For more detailed product information or to learn more, please visit PearsonSchool.com/in

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GRADE 3
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TEACHING THE INDIANA STANDARDS

GRADE 3

At Pearson, we appreciate how hard you work every single day to ensure the success of your students. We've created this Indiana Teaching Guide to help you reach that goal. In this guide, you will find resources for every Physical, Earth, Life, and Engineering Practices standard at your grade level and a helpful map for using Interactive Science with your school's reading program.

In the Indiana Standards Correlation Guide, you will find a wealth of reading, inquiry, and digital resources to teach every standard at your grade level. Use it like a menu to find the perfect resources to fit into your schedule.

In our Reading Program Guide, you can see how you can seamlessly fit the resources and themes of Interactive Science into your reading program to bring more high quality non-fiction reading practice into your reading block. Remember this will also save time by addressing science standards at the same time. We know that, with everything you do for your students, it's not easy to fit everything in to your day. With this guide, we hope that you'll be able to save time and bring the wonder and fascination of science to your students.

3.PS.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Reading	Inquiry	Digital
Chapter 10: Forces in Motion Pg. 404-437 Reading Skill: Draw Conclusions Vocabulary: position, motion, speed, force, friction, magnetism, gravity Vocabulary Smart Cards: Pg. 429-432 Leveled Readers: B – Forces and Motion Around Us O – How do things move? A – How do bikes work? Science Biography: The Wright Brothers Pg. 428 STEM: Roller Coasters Pg. 437 Social Studies and Language Arts Connections Handbook: Air Resistance and Parachutes Falling Objects	Try It Labs: How can magnetic force move? Pg. 406 Explore It Labs: How does mass affect motion? Pg. 414 How does gravity pull an object? Pg. 422 At Home Labs: Observe and Describe Motion Pg. 410 Lightning Labs: Varying Mass and Force Pg. 416 Overcoming Gravity Pg. 425 Investigate It Labs: Directed: How can you describe motion? Pg. 426-427 Guided: How might a steeper chute affect the travel times of a ball? TE Open: How can you further explore the movement of an object? TE STEM: Falling Parachutes STEM Handbook	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Match Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

KEY

Items in RED directly address the standard

Items in BLACK support the standard

3.PS.2 Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used.

Reading

Chapter 2: Lesson 2: What is a Machine?
Pg. 54-59

Reading Skill: Main Idea and Supporting Details

Vocabulary:
work, wheel and axle, wedge, level, inclined plane, pulley, screw

Vocabulary Smart Cards:
Pg. 69-72

Leveled Readers:
B – Simple Machines at Work
O – Using Simple Machines
A – An Adventure with Simple Machines ?

Inquiry

Explore It Labs:
How can a simple machine solve a problem? Pg. 54
How does a level work? IN Guide

At Home Labs:
Complex Machines Pg. 58

Investigate It Labs:
Directed: How can a machine ring a bell? IN Guide
Guided: How can three machines ring a bell? IN Guide
Open: How can we work together to explore simple machines? IN Guide

STEM:
Wind and Go!
STEM Handbook

Digital

Chapter Level Digital:

Untamed Science Video Parts 1 & 2
Digital Vocabulary Smart Card
Vocabulary Memory Math
Investigate It Virtual Lab
My Reading Web: Digital Leveled Readers
BIG Question Writing

Lesson Level Digital:
My Planet Diary Web Link or
Explore It Virtual Lab
enVision It Learning Activity
I Will Know Activity
Got it! In 60 seconds Video
Writing in Science Activity
Got it! Digital Quiz

3.PS.3 Generate sound energy using a variety of materials and techniques, and recognize that it passes through solids, liquids, and gases (i.e. air).

Reading

Chapter 9: Energy and Its Forms

Reading Skill:
Cause and Effect

Vocabulary:
energy, electrical energy, sound energy, potential energy, kinetic energy, wave, light energy, reflect, refract, absorb, thermal energy, volume, pitch, closed circuit, open circuit

Vocabulary Smart Cards:
Pg. 395-398

Leveled Readers:
B – How Sound Travels
O – How Sound Works
O - Sound
A – Echolocation: Animals Making Sound Waves

Social Studies and Language Arts Connections Handbook:
Sound Energy and Musical Instruments

Inquiry

Try It Labs: How can energy of motion change? Pg. 354

Explore It Labs: How can sound energy change forms? Pg. 362
What happens when light is reflected in many directions? Pg. 368
What can affect the sound made by a rubber band? Pg. 380
How can you control electrical energy? Pg. 386
Which design transfers sound the best? IN Guide

At Home Labs:
Make Motion Pg. 360
Make Shadows Pg. 374

Lightning Labs:
Heat and Colors Pg. 379
Change Vibrations, Change Sound Pg.383

Go Green Labs:
Reduce Energy Usage Pg. 364
Electricity Budget Pg. 390

Quick Labs:
Ear to Sound
IN Guide

STEM:
Can you hear me?
STEM Handbook

Digital

Chapter Level Digital:

Untamed Science Video Parts 1 & 2
Digital Vocabulary Smart Card
Vocabulary Memory Math
Investigate It Virtual Lab
My Reading Web: Digital Leveled Readers
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enVision It Learning Activity
I Will Know Activity
Got it! In 60
BIG Question Writing
seconds Video
Writing in Science Activity
Got it! Digital Quiz

3.PS.4 Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.		
Reading	**Inquiry**	**Digital**
Chapter 9: Energy and Its Forms Reading Skill: Cause and Effect Vocabulary: energy, electrical energy, sound energy, potential energy, kinetic energy, wave, light energy, reflect, refract, absorb, thermal energy, volume, pitch, closed circuit, open circuit Vocabulary Smart Cards: Pg. 395-398 Leveled Readers: B – How Sound Travels O – How Sound Works O - Sound A – Echolocation: Animals Making Sound Waves Social Studies and Language Arts Connections Handbook: Sound Energy and Musical Instruments	Try It Labs: How can energy of motion change? Pg. 354 Explore It Labs: How can sound energy change forms? Pg. 362 What happens when light is reflected in many directions? Pg. 368 What can affect the sound made by a rubber band? Pg. 380 How can you control electrical energy? Pg. 386 Which design transfers sound the best? IN Guide At Home Labs: Make Motion Pg. 360 Make Shadows Pg. 374 Lightning Labs: Heat and Colors Pg. 379 Change Vibrations, Change Sound Pg. 383 Go Green Labs: Reduce Energy Usage Pg. 364 Electricity Budget Pg. 390 Quick Labs: Ear to Sound IN Guide STEM: Can you hear me? STEM Handbook	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States

Reading	Inquiry	Digital
Chapter 6: Earth and Weather Pg. 216-269 Chapter 7: Earth and Our Universe: Lesson 3 Pg. 288-292 Reading Skill: Sequence Vocabulary: condensation, evaporation, water cycle, precipitation, weather, climate, atmosphere, humidity, rotation, revolution Vocabulary Smart Cards: 305-308 Leveled Readers: B – Weather and Earth O – Storms and Weather A – Record Breaking Weather Social Studies and Language Arts Connections Handbook: Months of Day and Night Scales	Try It Labs: How can you estimate the number of stars? Pg. 272 Explore It Labs: How does an anemometer work? Pg. 224 What tool can help you observe the sun safely? Pg. 274 How can shadows change over time? Pg. 288 How accurate are weather forecasts? IN Guide At Home Labs: Star Pattern Search Pg. 279 Lightning Labs: Measure and Record Temperature: Pg. 230 Angle of Light Pg. 293 Investigate It Labs: Directed: How are clouds and weather related? IN Guide Guided: How are changes in temperature related to weather? IN Guide Open: How is the direction of the wind related to weather? IN Guide Apply It Labs: Can viewpoint affect the appearance of star patterns? Program Guide Pg. 58	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity

3.ESS.2 Develop solutions that could be implemented to reduce the impact of weather related hazards.

Reading	Inquiry	Digital
Chapter 6: Earth and Weather Pg. 216-269 Reading Skill: Sequence Vocabulary: condensation, evaporation, water cycle, precipitation, weather, climate, atmosphere, humidity, rotation, revolution Vocabulary Smart Cards: 305-308 Leveled Readers: B – Weather and Earth O – Storms and Weather A – Record Breaking Weather Social Studies and Language Arts Connections Handbook: Months of Day and Night Scales	Explore It Labs: How does an anemometer work? Pg. 224 Where do hurricanes come from? IN Guide What do tornados look like? IN Guide How accurate are weather forecasts? IN Guide Lightning Labs: Measure and Record Temperature: Pg. 230 Investigate It Labs: Where is the hurricane going? IN Guide Floods and Droughts IN Guide	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

3.ESS.3 Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals.

Reading	Inquiry	Digital
Chapter 6: Earth and Water Pg. 216-269 Reading Skill: Sequence Vocabulary: rock, mineral, igneous rock, metamorphic rock, sedimentary rock, soil, loam, landform, lava, weathering, erosion Vocabulary Smart Cards: Pg. 259-264 Leveled Readers: B – Grandpa's Rock Kit O – Minerals and Rocks A – Riches from our Earth	Try It Labs: How does water temperature affect evaporation? Pg. 218 Explore It Labs: How can you sort rocks? Pg. 232 What makes up soil? Pg. 238 How can water wear down a mountain? Pg. 250 At Home Labs: Landforms and Water Pg. 247 Lightning Labs: Rock Detective Pg. 236 Always Changing Pg. 252 Investigate It Labs: Directed: How can rocks crack? Pg. 194-195 Guided: How might thawing and freezing of water change a rock? TE Open: How can we further explore other effects of freezing and thawing? TE	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

3.ESS.4 Determine how fossils are formed, discovered, layered over time, and used to provide evidence of the organisms and the environments in which they lived long ago.

Reading	Inquiry	Digital
iOpener Reader: Fossil Seekers Vocabulary: Rocks, minerals, excavation, paleontologist, extinct, ancient, fossil, dinosaur Leveled Readers: B – Dinosaur Detectives Look at Dinosaurs O – Dinosaur Fossils Fossils and Dinosaurs A – Paleontology: Digging for Dinosaurs and More Fossil Detectives	Explore It Labs: What can a fossil tell you? IN Guide What can you learn from rock layers? IN Guide Sweet Fossils IN Guide Apply It Labs: Does gravel, sand, or soil make the best imprint? IN Guide	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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3.LS.1 Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Reading	Inquiry	Digital
Chapter 4: Living Things Pg. 134-173 Reading Skill: Sequence Vocabulary: trait, vertebrate, invertebrate, arthropod, inherit, instinct, larva, pupa, metamorphosis Vocabulary Smart Cards: Pg. 165-168 Leveled Readers: B – Classify Living Things O – Classify Plants and Animals A – Invertebrates Science in Your Backyard! Classify Local Animals Pg. 73 Social Studies and Language Arts Connections Handbook: History of Classification Systems Animals and Inherited Traits	Try It Labs: How can shells be classified? Pg. 136 Explore It Labs: How does a backbone move? Pg. 138 How is the lifecycle of a grain beetle? Pg. 154 At Home Labs: Look Alikes Pg. 148 Lightning Labs: Classify Different Animals Pg. 142 Go Green Labs: Frog Habitats Pg. 159 Investigate It Labs: Directed: What do leaves have in common? Pg. 162-163 Guided: What other traits can be used to classify leaves? TE Open: How can you classify other plants and plant parts? TE Apply It Labs: How can plants survive in the dessert? Program Guide STEM: It's Alive! STEM Handbook Bird Feather Cleaning STEM Handbook	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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3.LS.2 Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.

Reading	Inquiry	Digital
Chapter 4: Living Things Pg. 134-173 Reading Skill: Sequence Vocabulary: trait, vertebrate, invertebrate, arthropod, inherit, instinct, larva, pupa, metamorphosis Vocabulary Smart Cards: Pg. 165-168 Leveled Readers: B – Classify Living Things O – Classify Plants and Animals A – Invertebrates Science in Your Backyard! Classify Local Animals Pg. 73 Social Studies and Language Arts Connections Handbook: History of Classification Systems Animals and Inherited Traits	Try It Labs: How can shells be classified? Pg. 136 Explore It Labs: How does a backbone move? Pg. 138 How is the lifecycle of a grain beetle? Pg. 154 At Home Labs: Look Alikes Pg. 148 Lightning Labs: Classify Different Animals Pg. 142 Go Green Labs: Frog Habitats Pg. 159 Investigate It Labs: Directed: What do leaves have in common? Pg. 162-163 Guided: What other traits can be used to classify leaves? TE Open: How can you classify other plants and plant parts? TE Apply It Labs: How can plants survive in the dessert? Program Guide STEM: It's Alive! STEM Handbook Bird Feather Cleaning STEM Handbook	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.		
Reading	Inquiry	Digital
Chapter 3: Plants Pg. 86-133 Reading Skill: Text Features Vocabulary: Flowering plant, spore, photosynthesis, carbon dioxide, oxygen, nutrients, reproduce, pollinate, germinate, life cycle Leveled Readers: B – Plants O – Growing and Changing Plants A – A Tree's Life Social Studies and Language Arts Connections Handbook: Life Cycle of a Platypus History of the Classification System Desert Animals	Try It Labs: How do plants change? Pg. 88 Explore It Labs: How does sunlight affect plant survival? Pg. 98 Which way will roots grow? Pg. 104 What's inside a seed? Pg. 110 At Home Labs: Plants You See Pg. 97 Leaves and Air Pg. 102 Draw a Life Cycle Pg. 120 Lightning Labs: Look at Plant Roots Pg. 107 Go Green Labs: Food and Energy Pg. 113 Investigate It Labs: Directed - How does water move through celery? Pg. 122-123 Guided – Will water move both ways through a celery stalk? TE Open – How could you further explore water transport in plants? TE Apply It Labs: How can plants survive in the dessert? Program Guide	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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3.LS.4 Construct an argument that some animals form groups that help members survive.		
Reading	**Inquiry**	**Digital**
Chapter 5: Ecosystems Pg. 174-209 Reading Skill: Cause and Effect Vocabulary: ecosystem, habitat, population, community, producer, consumer, decomposer, food chain, adaptation Vocabulary Smart Cards: Pg. 201-204 Leveled Readers: B – Where Do Plants and Animals Live? O – Ecosystems on Earth A – Arctic Life Field Trip: The National Wildlife Refuge System Pg. 200 Career Spotlight: Zoo Designer Pg. 209 Social Studies and Language Arts Connections Handbook: Desert Animals Bees and Pollination Changing Coral Reef Ecosystem	Try It Labs: How can you recycle some materials? Pg. 176 Explore It Labs: What does yeast use for energy? Pg. 184 How can pollution affect an organism? Pg. 190 At Home Labs: Local Ecosystem Pg. 183 Lightning Labs: Draw a Food Web Pg. 189 Go Green Labs: Conserve Water Pg. 194 Investigate It Labs: Directed: What can you find in your local ecosystem? Pg. 198-199 Guided: How might sunlight affect the living parts of an ecosystem? TE Open: How can you further explore ecosystems? TE STEM: Nothing Like a Habitat STEM Handbook	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.		
Reading	Inquiry	Digital
Chapter 2: Technology and the Design Process Pg. 46-78 Reading Skill: Main Idea and Supporting Details Vocabulary: technology, work, wheel and axle, wedge, lever, inclined plane, pulley, screw, design process, research, prototype Vocabulary Smart Cards: Pg. 69-72 Leveled Readers: B – Designing with Technology O – All About Technology and Design A – Using Technology and Design STEM: Lawn Mowers Pg. 68 Big World, My World: Studying Clouds from Space Pg. 77	Try It Labs: How can you design a parachute? Pg. 48 Explore It Labs: How can a simple machine solve a problem? Pg. 54 Which design transfers sound the best? Pg. 60 At Home Labs: Transportation in the Future Pg. 52 Complex Machines Pg. 58 Go Green Labs: Salvaged Solution Pg. 62 Investigate It Labs: Directed: What makes a bridge strong? Pg. 66-67 Guided: How would moving the books farther apart affect the strength of the bridge? TE Open: How could building a stronger bridge be explored further? TE Design It Labs: What parachute design works best? Pg. 78-83 STEM: Falling Parachute STEM Handbook *Also within STEM strand of all other 3rd grade standards	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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3-5.E.2 Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.		
Reading	**Inquiry**	**Digital**
Chapter 2: Technology and the Design Process Pg. 46-78 Reading Skill: Main Idea and Supporting Details Vocabulary: technology, work, wheel and axle, wedge, lever, inclined plane, pulley, screw, design process, research, prototype Vocabulary Smart Cards: Pg. 69-72 Leveled Readers: B – Designing with Technology O – All About Technology and Design A – Using Technology and Design STEM: Lawn Mowers Pg. 68 Big World, My World: Studying Clouds from Space Pg. 77	Try It Labs: How can you design a parachute? Pg. 48 Explore It Labs: How can a simple machine solve a problem? Pg. 54 Which design transfers sound the best? Pg. 60 At Home Labs: Transportation in the Future Pg. 52 Complex Machines Pg. 58 Go Green Labs: Salvaged Solution Pg. 62 Investigate It Labs: Directed: What makes a bridge strong? Pg. 66-67 Guided: How would moving the books farther apart affect the strength of the bridge? TE Open: How could building a stronger bridge be explored further? TE Design It Labs: What parachute design works best? Pg. 78-83 STEM: Falling Parachute STEM Handbook *Also within STEM strand of all other 3rd grade standards	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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3-5.E.3 Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Reading	Inquiry	Digital
Chapter 2: Technology and the Design Process Pg. 46-78 Reading Skill: Main Idea and Supporting Details Vocabulary: technology, work, wheel and axle, wedge, lever, inclined plane, pulley, screw, design process, research, prototype Vocabulary Smart Cards: Pg. 69-72 Leveled Readers: B – Designing with Technology O – All About Technology and Design A – Using Technology and Design STEM: Lawn Mowers Pg. 68 Big World, My World: Studying Clouds from Space Pg. 77	Try It Labs: How can you design a parachute? Pg. 48 Explore It Labs: How can a simple machine solve a problem? Pg. 54 Which design transfers sound the best? Pg. 60 At Home Labs: Transportation in the Future Pg. 52 Complex Machines Pg. 58 Go Green Labs: Salvaged Solution Pg. 62 Investigate It Labs: Directed: What makes a bridge strong? Pg. 66-67 Guided: How would moving the books farther apart affect the strength of the bridge? TE Open: How could building a stronger bridge be explored further? TE Design It Labs: What parachute design works best? Pg. 78-83 STEM: Falling Parachute STEM Handbook *Also within STEM strand of all other 3rd grade standards	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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READING STREET CORRELATIONS TO INTERACTIVE SCIENCE

GRADE 3

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Reading Street: UNIT 1- LIVING AND LEARNING	*What can we learn by trying new things?*	*What can we learn by trading with one another?*	*How can we achieve goals?*	*How can we get what we want and need?*	*What do we need to know about saving and spending?*
Pearson Interactive Science	**The Nature of Science pages 2-45**	**Living Things pages 135-173**	**Living Things pages 135-173**	**Matter pages 320-351**	Social Studies Connection
Reading Strategies	Background Knowledge	Summarize	Visualize	Background Knowledge	Story Structure
Reading Skills	Literary Elements	Sequence	Sequence	Compare and Contrast	Author's Purpose
ScienceTarget Reading Skills	Text Features	Sequence	Sequence	Compare and Contrast	
Indiana Literacy Standard	3.RN.3.1	3.RN.3.2	3.RN.3.2	3.RN.2.3	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Reading Street: UNIT 2- SMART SOLUTIONS	*How do the structures of plants and animals help them solve problems?*	*How do you know if a solution is a good solution?*	*When is it time to find a solution?*	*What can we do to make sure solutions are fair?*	*How have plants and animals adapted to solve problems?*
Pearson Interactive Science	**Living Things pages 135-173**	**Matter pages 320-351**	**Forces and Motion pages 404-442**	Social Studies Connection	**Ecosystems pages 174-214**
Reading Strategies	Monitor and Clarify	Visualize	Questioning	Predict and Set Purpose	Text Structure
Reading Skills	Main Ideas and Details	Compare and Contrast	Draw Conclusion	Author's Purpose	Main Idea and Details
ScienceTarget Reading Skills	Sequence	Compare and Contrast	Draw Conclusion		Cause and Effect
Indiana Literacy Standard	3.RN.2.3	3.RN.2.3	3.RN.2.3		3.RN.2.2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Reading Street: UNIT 3-PEOPLE AND NATURE	*How do people and nature interact?*	*How do people explain things in nature?*	*What can we learn about nature by investigating?*	*How can people help animals in danger?*	*What can we observe in different environments?*
Pearson Interactive Science	**Plants pages 86-133**	**Plants pages 86-133**	**Earth and Our Universe pages 270-318**	**Ecosystems pages 174-214**	**Ecosystems pages 174-214**
Reading Strategies	Important Ideas	Inferring	Text Structure	Story Structure	Predict and Set Purpose
Reading Skills	Draw Conclusions	Literary Elements	Graphic Sources	Generalize	Cause and Effect
ScienceTarget Reading Skills	Text Features	Text Features	Main Idea and Details	Cause and Effect	Cause and Effect
Indiana Literacy Standard	3.RN.3.1	3.RN.3.1	3.RN.2.2	3.RN.2.3	3.RN.2.3

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Reading Street: UNIT 4- ONE OF A KIND	*How do talents make someone unique?*	*What makes nature's record holders unique?*	*Why is it valuable to have unique interests?*	*What unique traits does it take to be the first to do something?*	*What behaviors are unique to different animals?*
Pearson Interactive Science	Social Studies Connection	**Earth and Weather pages 216-269**	Social Studies Connection	Social Studies Connection	**Living Things pages 135-173**
Reading Strategies	Summarize	Important Ideas	Inferring	Questioning	Monitor and Clarify
Reading Skills	Generalize	Graphic Sources	Fact and Opinion	Fact and Opinion	Cause and Effect
ScienceTarget Reading Skills		Sequence			Sequence
Indiana Literacy Standard		3.RN.3.2			3.RN.2.3

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Reading Street: UNIT 5-CULTURES	*How does culture influence the clothes we wear?*	*How are cultures alike and different?*	*Why is it hard to adapt to a new culture?*	*How can different cultures contribute to the foods we eat?*	*How does city life compre to life in the country?*
Pearson Interactive Science	**Matter pages 320-351**	**Earth and Our Universe pages 270-318**	**Living Things pages 135-173**	**Forces and Motions pages 404-442**	Social Studies Connection
Reading Strategies	Visualize	Inferring	Monitor and Clarify	Summarize	Background Knowledge
Reading Skills	Compare and Contrast	Main Idea and Details	Sequence	Draw Conclusions	Author's Purpose
ScienceTarget Reading Skills	Compare and Contrast	Main Idea and Details	Sequence	Draw Conclusions	
Indiana Literacy Standard	3.RN.2.3	3.RN.2.2	3.RN.3.2	3.RN.2.3	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Reading Street: UNIT6-FREEDOM	*Why do we have symbols that represent freedom?*	*What does it mean to grant freedom?*	*Why is freedom of expression important?*	*Why ar rules and laws important to freedom?*	*What is the best way to keep your freedom?*
Pearson Interactive Science	Social Studies Connection	**Energy and Its Forms pages 352-403**	Social Studies Connection	Social Studies Connection	Social Studies Connection
Reading Strategies	Questioning	Inferring	Important Ideas	Story Structure	Inferring
Reading Skills	Fact and Opinion	Cause and Effect	Graphic Sources	Literary Elements, Summarize	Generalize
ScienceTarget Reading Skills		Cause and Effect			
Indiana Literacy Standard		3.RN.2.3			

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Target Reading Connection

Science Connection

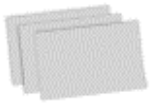
Inquiry **Apply It! Using Scientific Methods**

Does gravel, sand, or soil make the best imprint?

Materials


safety goggles

pencil


3 index cards


3 paper plates


plastic cup with gravel

plastic cup with soil 


plastic cup with sand


shell

Inquiry Skill
In a **fair test** you change only one thing.

Sometimes sand slowly changes to rock. An imprint made by a plant or animal can become a fossil in the rock.

Ask a question.

Which will make the best imprint?

Make a prediction.

1. What makes the best imprint?
The best imprint will be made in
(a) gravel.
(b) sand.
(c) soil.

Plan a fair test.

Use the same amount of gravel, sand, and soil.

Design your test.

☑ **2.** Draw how you will set up your test.

☑ **3.** List your steps.

Do your test.

☑ **4.** Follow your steps.

Collect and record data.

Wash your hands when finished.

☑ **5.** Fill in the chart.

Tell your conclusion.

6. Does gravel, sand, or soil make the best imprint? Tell how you know.

Name _____ Date _____ Class _____

Quick Lab 10 min

Ear to the Sound

Sound is a disturbance that travels through a medium, like air, as a longitudinal wave. It begins as a vibration. In this activity, you will investigate how sound travels through a long pipe.

INQUIRY FOCUS Observe

Procedure

1. Put one ear to one end of the pipe.
2. Your lab partner should gently tap the opposite end with the hammer or ruler. Observe what happens.

Materials

long water pipe
small hammer or ruler

Think It Over

1. In which ear did you hear the sound first? Explain your observation.

_____

_____

2. What might account for the difference you observed in Question 1?

_____

_____

3. If you are under water in a swimming pool, and someone taps on the ladder, you hear tapping coming from everywhere in the water. Suggest an explanation for why you cannot tell what direction the sound is coming from.

_____

_____

Name _____ Date _____ Class _____

Quick Lab

20 min

Floods and Droughts

During a flood, an increased volume of water causes a river to overflow its banks. In this activity, you will model a flood and observe how it affects a river.

INQUIRY FOCUS Make Models

Procedure

1. Fill the baking pan with a layer of potting soil about 3 cm thick. With a trowel or plastic spoon, make a shallow, narrow "river" channel down the middle of the soil. Position several small wooden blocks on both sides along the river channel. Wash your hands after handling soil.
2. Put the pan on a table as close to the edge as possible. Place a book under the back end of the pan to raise it upward. Place the bucket at the edge of the table under the lower end of the pan to catch drainage. Position the screen or cheesecloth fabric over the bucket to catch any sediment that drains out as well.
3. Fill the beaker with 500 mL of water. Hold the beaker a few centimeters above the upper end of the pan, and quickly pour a stream of water into the upper end of the channel. Use all the water in the beaker. Observe the moving water and its effect on the depth and shape of the channel.
4. Return the materials to the place designated by your teacher.

Materials

- large, rectangular baking pan
- potting soil
- wooden blocks
- trowel
- water
- beaker, 1000-mL
- table
- bucket
- metal screen or sieve
- book
- metric ruler

Think It Over

1. Based on your observations, how does your set-up model a real river system?

_____

2. How did this investigation model a flood? Explain.

_____

3. Assume that the plastic squares are houses and farms. How does their placement model the effect of droughts and floods on communities near rivers?

_____

Name _____ Date _____

Investigate It!

How can a machine ring a bell?

2. Draw your plan.

3. Record what materials you will use.

_____

4. Test your design. My machine (**did** / **did not**) ring the bell.

5. Evaluate your design. How could you **redesign** your machine to ring the bell better?

_____

_____

Analyze and Conclude

6. Communicate What simple machines did you use?

_____

7. Infer Think how you used a simple machine to solve a problem. How do simple machines help people solve problems?

_____

Name _____ Date _____

Guided Inquiry

Modify Your Investigation

Investigate the Question

How can three simple machines ring a bell?

1. Draw your plan.

Analyze and Conclude

2. What simple machines did you use?

_____

_____

_____

3. Why does adding a simple machine change the way the bell rings? Draw a **conclusion**.

_____

_____

Name _____ Date _____

Open Inquiry Design Your Own Investigation

Ask Your Own Question

1. Write your question. _____

_____

Investigate Your Question

2. Materials Make a list of the things you need. _____

_____ _____ _____ _____

_____ _____ _____ _____

3. Steps to Follow Write a plan. Write each step. Show your teacher your plan before you begin.

_____ _____

_____ _____

_____ _____

4. Observations Think of a way to record your data. Use the space below.

Analyze and Conclude

5. Tell what you learned. _____

_____

Name _____ Date _____

Inquiry Explore It!

How accurate are weather forecasts?

Materials

local 5-day weather forecast

- ☑ **1.** Look at the current 5-day weather forecast. **Record** the forecasted high temperatures.
- ☑ **2.** Check the weather report each day for the next 5 days. Record the actual high for the previous day.
- ☑ **3.** Compare the forecasted data with the actual data.

Explain Your Results

4. What was the largest difference between the forecast and actual temperatures?

5. Draw a Conclusion Do you see a pattern in the accuracy of the forecasts? Explain.

Weather Report Predictions

Day	Forecast High (°C)	Actual High (°C)	Difference Between Forecast and Actual (°C)
1			
2			
3			
4			
5			

How can you use this model to find the most accurate weather forecast?

Name _____ Date _____

Open Inquiry **Design Your Own Investigation**

Ask Your Own Question

1. Write your question. _____

_____

Investigate Your Question

2. Materials Make a list of the things you need. _____

_____ _____ _____ _____

_____ _____ _____ _____

3. Steps to Follow Write a plan. Write each step. Show your teacher your plan before you begin.

_____ _____

_____ _____

_____ _____

4. Observations Think of a way to record your data. Use the space below.

Analyze and Conclude

5. Tell what you learned. _____

_____

Directed Inquiry Investigate It!

How are clouds and the weather related?

Materials

outdoor thermometer

Follow a Procedure

- ☑ **1.** **Observe** the weather daily. Make your observation at the same time each day.
- ☑ **2.** Describe the clouds. **Record** on the activity sheet.
- ☑ **3.** Complete the Weather Word Bank. Use words that describe weather.
- ☑ **4.** Record the temperature and kind of weather. Use the words from the Weather Word Bank.

Do not look directly at the sun.

Inquiry Skill
Scientists observe carefully and **record** their observations.

Weather Word Bank		
fair		
warm		
thunderstorm		

☑ **5.** Use your journal notes to complete the chart on the activity sheet.

Cloud and Weather Observations			
Day	Cloud Type	Kind of Weather	Temperature (°C and °F)
1			
2			
3			
4			
5			
6			
7			
8			
9			

Analyze and Conclude

6. **Interpret Data** How are cloud type and kind of weather related?

7. Clouds are made of tiny droplets of water. How does water help create weather patterns?

Directed Inquiry

30 Second Lab Setup!

How are clouds and the weather related?

Materials

Guided Inquiry

Modify Your Investigation

Investigate the Question

How are changes in temperature related to the weather?

Observe the type of weather every day for 10 days. Decide how you will **measure** the temperature. Also decide how you will **record** your **observations** and measurements.

Record your observations and measurements.

Analyze and Conclude

How did changes in temperature relate to weather? Look for patterns between the temperature and the weather.

Discuss your findings with other groups.

Open Inquiry

Design Your Own Investigation

Ask Your Own Question

Think of a question you could ask about tracking changes in the weather.

Sample question How is the direction of the wind related to the weather?

Use library and Internet resources to investigate your idea before you begin.

Investigate Your Question

List what you will need. Write a plan with steps. You may wish to make a chart. Show your teacher your plan before you begin.

Analyze and Conclude

Tell what you learned. Draw a conclusion.

Compare your methods and results with others. How could you improve your plan?

Name _____ Date _____

Open Inquiry **Design Your Own Investigation**

Ask Your Own Question

1. Write your question. _____

_____

Investigate Your Question

2. Materials Make a list of the things you need. _____

_____ _____ _____ _____

_____ _____ _____ _____

3. Steps to Follow Write a plan. Write each step. Show your teacher your plan before you begin.

_____ _____

_____ _____

_____ _____

4. Observations Think of a way to record your data. Use the space below.

Analyze and Conclude

5. Tell what you learned. _____

_____

Name _____ Date _____

Inquiry **Explore It!**

How does a lever work?

A lever is a type of simple machine.

Materials

wooden ruler

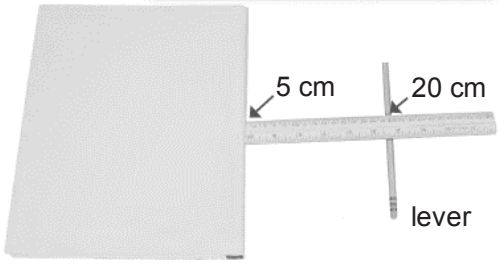
book

unsharpened pencil

☑ **1.** Make a lever. Set up the ruler, pencil, and book as shown.

☑ **2.** Push down on the end of the lever. **Observe.**

☑ **3.** Repeat with the pencil at 15 cm and at 10 cm.



Explain Your Results

4. Communicate When was it easiest to lift the book?

What can you infer about levers?

Name _____ Date _____ Class _____

Quick Lab

15 min

Sweet Fossils

Fossils are the preserved remains or traces of once-living things. Most fossils form when living things die and are quickly buried by sediment. In this activity, you will make observations about how fossils of soft parts of organisms form.

INQUIRY FOCUS Observe

Procedure

1. Wrap a piece of the modeling clay around one sugar cube so that half of it is covered with the clay.
2. Wrap another piece of clay entirely around a second sugar cube. Be sure to seal the edges of the clay tightly.
3. Drop both cubes into a bowl of water, along with the third, uncovered sugar cube.
4. Stir the water with the spoon until the uncovered sugar cube dissolves completely.
5. Use the spoon to take the two remaining sugar cubes out of the water. Place them on a paper towel and gently blot them dry. Carefully remove the clay and examine the sugar.

Materials

- modeling clay
- 3 sugar cubes
- bowl
- warm water
- plastic spoon
- paper towels

Think It Over

1. Describe the appearance of the two sugar cubes.

_____

_____

2. What effect did the clay have on the sugar?

_____

_____

3. How does this activity model how fossils of soft parts of organisms form?

_____

_____

_____

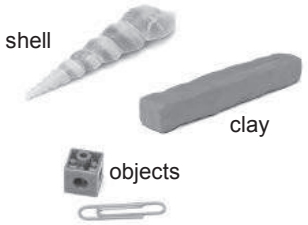
Name _____ Date _____

Inquiry Explore It!

What can a fossil tell you?

- ☑ **1.** **Make a model** of a fossil. Press a shell into clay.
- ☑ **2.** Make a fossil model with an object.
- ☑ **3.** Guess what your partner's fossil model shows.

Materials



Explain Your Results

4. How did you **infer** what your partner's fossil model showed?

5. How do fossils give clues about living things?

Why might scientists want to learn about fossils?

Name _____ Date _____

Inquiry Explore It!

What can you learn from rock layers?

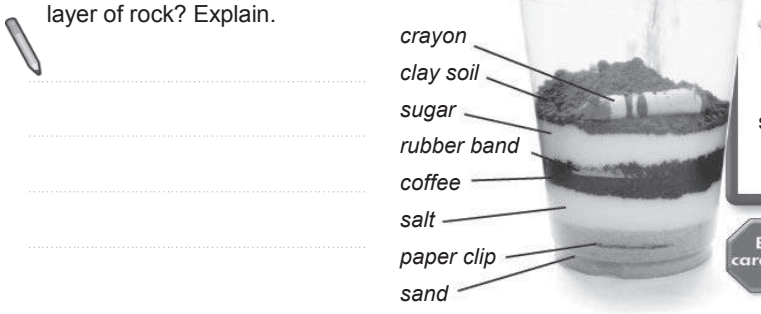
☑ **1. Make a model** of rock layers. Fill a small cup with sand. Slowly pour the sand into a large cup.

☑ **2.** Put a paper clip in the sand so it touches the side of the cup. The paper clip represents a fossil animal.

☑ **3.** Slowly add layers of other materials to the cup. To make a model of more fossil animals, put a rubber band and crayon piece in two of the layers.

Explain Your Results

4. Infer Suppose you found 2 fossils in 2 different layers of rock. Would the older one be in the upper or lower layer of rock? Explain.



Materials

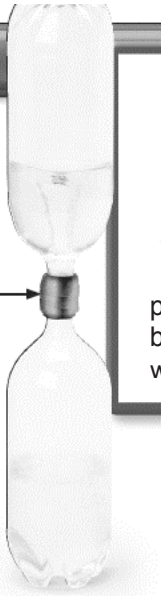
Be careful! **Wash your hands when finished.**

What are two other things you might learn from studying rock layers?

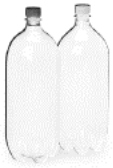
Name _____ Date _____

Inquiry Explore It!

What do tornadoes look like?



Materials


empty plastic bottle

plastic bottle with water


duct tape

☐ **1. Make a Model** Put the tops of the bottles together. Seal with duct tape.

☐ **2.** Flip the bottles. The water is now on top.

☐ **3.** Swirl. **Observe** the top bottle.

Explain Your Results

4. How is your **model** like a tornado? How is it different?

What do you think you should do if there was a tornado?

Name _____ Date _____ Class _____

Quick Lab 10 min

Where Do Hurricanes Come From?

Some of the most severe hurricane damage comes from a storm surge, which pushes high waves onshore and causes severe flooding. In this activity, you will investigate why hurricanes cause such severe flooding in coastal areas.

INQUIRY FOCUS Measure

Procedure

Materials

- aluminum pan
- book
- large pitcher full of water
- metric ruler
- handheld fan

1. Put on your safety goggles and apron. Set the pan on top of a book. Pour a small amount of water into the pan to represent a shoreline next to shallow water. Measure the height of the still water near each end of the "shore." Record the height.

_____

2. Set the fan at the deep end of the pan, facing toward shore. Use the fan to create a light "wind" across the top of the water. Note that the water will move higher up the pan.

3. Observe and measure the height of this "storm surge." Also measure how far the water reaches onto the shore. Record both measurements below.
Height: _____ **Distance water reaches:** _____

4. Repeat Steps 1–3 after filling the pan with more water. This represents a shoreline next to deeper water. Record your measurements below.
Step 1 measurements using deep water—
Height: _____ **Distance water reaches:** _____
Step 3 measurements using deep water—
Height: _____ **Distance water reaches:** _____

Think It Over

1. Where was a higher storm surge produced, in deep water or shallow water?

_____

2. Where did the storm surge reach farther inland, in deep water or shallow water?

_____

3. How do the results of this activity explain why people are encouraged to evacuate coastal areas when a hurricane approaches?

_____

Name _____ Date _____

Directed Inquiry **Investigate It!**

Where is the hurricane going?

1. Look at the Storm Map. Find where the hurricane was on Day 1 and Day 2. Think about its direction. **Predict** where it will go. What places would you warn that a hurricane might come? **Record** your first prediction in the Prediction Chart.

Prediction Chart		
	Prediction What places would you warn that a hurricane might be approaching?	**Accuracy** How accurate was your prediction?
1st prediction (from Step 1)		
2nd prediction (from Step 2)		

2. Your teacher will tell you the hurricane's location on Day 3. Mark this position on the Storm Map. Predict where the hurricane will go next. What places would you warn? Record your second prediction.

3. Your teacher will tell you the hurricane's locations on Day 4 and Day 5. Mark these locations on the Storm Map. Complete the Prediction Chart.

Analyze and Conclude

4. Communicate How did you **predict** where the hurricane might go?

_____

_____

5. How might people be affected by an accurate prediction? How might people be affected by one that is not accurate?

_____

_____

_____

_____

Name _____ Date _____

Inquiry Explore It!

Which design transfers sound the best?

Materials

2 paper, 2 plastic, and 2 foam cups (each with a hole)

string

☑ **1.** Use 2 of the cups and 3 meters of string. Thread the string through the hole in the bottom of the cup. Make a big knot.

☑ **2.** Test your model by talking into the cup. Have your partner listen. The string must be tight. **Record** how well you hear the sound.

☑ **3.** Change at least one of the cups in your model. Repeat Step 2.

Explain Your Results

4. Infer Think about your redesign and that of others. Which material works best for transferring sound?

What do you think would happen if you used a longer string?

NOTES

NOTES

interactive SCIENCE

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