



# Ready to use science resources

*Print + Digital*

**GRADE 3**


## ENVIRONMENT

### SURVIVAL & FOSSIL EVIDENCE

Narrated science lessons

Print + digital resources


Engaging lab investigations



**Third Grade Science BUNDLE**

**ENVIRONMENT** **GRADE 3**

### SURVIVAL & FOSSIL EVIDENCE



AROUND the KAMPFIRE Linda Kamp

**ENVIRONMENT** **GRADE 3**

### SURVIVAL & FOSSIL EVIDENCE



**DIGITAL SCIENCE**  
with NARRATED LESSONS

## STUDENTS GAIN AN UNDERSTANDING OF:

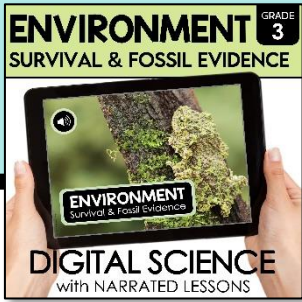
- Ways organisms adapt to their environment in order to survive
- Survival of individuals & groups
- Variations in a species that provide advantages for survival
- Types of fossils & how they formed
- The fossil record
- Analyzing fossil data
- The geologic time scale
- Organizing data in tables
- Carrying out investigations
- Making models & diagrams
- Writing a scientific explanation

# TEACHING POWERPOINT



## 10 INDEPTH TOPICS

- Survival of Individuals
- Behavioral Adaptations
- Trait Variation
- Survival of Groups
- Surviving in a Changed Environment
- Hibernation & Migration
- Fossil Evidence
- Types of Fossils
- The Fossil Record
- The Geologic Time Scale



# NARRATED GOOGLE SLIDES

LISTEN & LEARN



**95** AUDIO SLIDES  
**5** IN-DEPTH LESSONS

- Adapting to an Environment
- Survival of Groups
- Survival in Changed Environments
- Fossil Evidence
- Geologic Time Scale

# EACH LESSON INCLUDES:

- Detailed, scripted lesson plan
- Interactive lesson slides
- Science journal activity
- Lab investigations
- Lesson quizzes in 2 formats
- Vocabulary posters
- Objectives display cards
- Turn & talk partner questions
- Embedded videos
- Science center activity

environment migrate hibernating  
Natural events like changing \_\_\_\_\_ can \_\_\_\_\_ an environment. Some animals survive by \_\_\_\_\_

Lesson 3: **Environments, Survival & Fossil Evidence**  
**Videos**

Lesson 3  
**Investigation 3**  
**How Did the Swallows Survive?** **TEACHER GUIDE**

QUESTION: Why has the cliff swallow population grown despite changes to its environment?  
OBJECTIVES: 1. Students will construct a scientific explanation for how a cliff swallow population adapted to a changed environment. 2. Students will analyze graphs and use the data as evidence to support claims they make in their explanation.  
MATERIALS: Prep per student: -copy of article -wingspan data graph -migration 3 recording sheets  
NOTE: Part three parts and will take two, 40 to 45-minute class sessions to complete. Reading a non-fiction article. Part 2: Analyzing graphs depicting how many of an lives in an environment. Part 3: Using evidence to construct an explanation. You

Lesson 2  
**Survival of Groups**

Why do some animals live in groups?  
Write some of the benefits of each way of life

Lesson 3  
Living Things Change  
Why each group of animals works together to increase chances of survival. Write the number in the box next to the group.

1. Care for each other's young  
2. Warn danger  
3. Keep other animals out

**Traits for Survival**  
When the season changes the environment changes.

**What is an environment?**  
Living things are more likely to survive when it is easy for them to get what they need from their environment.  
An environment is everything living and non-living in the area

**What causes an environment to change?**  
Some changes are fast, like forest fires and storms. Other changes happen slowly, over thousands of years.

**Cause & Effect**  
1. Read about Leafcutter ants on the next slide.  
2. Think about causes and effects as you read.  
3. Write the missing cause and effect.

**Environments can change**  
Living things depend on their environment for food, shelter and protection. Changes to an environment can affect the survival of organisms that live there.

**Solitary Animals**  
Some animals are **solitary** and prefer to live alone. Polar bears, bobcats, and leopards are solitary animals. They prefer to have their own territory rather than sharing an area with another animal. Some animals live alone.

**Why do animals form groups?**  
Some animals form groups to help them survive in their environment. When animals form groups, they can protect each other, share food, and help each other raise their young.

**Vocabulary**  
fossil record geologic time scale data

**ESSENTIAL QUESTION**  
What happens to living things when their environments change?

**Raising young**  
Living in a group, there are more adults to care for and protect the young ones. Elephants, penguins, and baboons not only rely on group living for survival, but they help raise and protect each other's young.

**LESSON 2 TALK ABOUT IT** **Forming Groups**  
Talk with your partner about animals that live in groups.  
What might be a disadvantage for these animals living in a group?

**LESSON 2 INVESTIGATE** **Make a Diagram Model**  
**What traits give animals an advantage for survival?**  
Choose an animal. Draw a diagram model showing the traits and adaptations the animal has that make it more likely to survive than other organisms in its habitat.

Horns Used for protection when fighting  
Long Neck Used to reach leaves on acacia tree  
Long Tongue Helps tear leaves off trees  
Tough Lips Used to protect lips from thorns of trees  
Camouflage Helps keep it more hidden in the savanna

**LESSON 2 JOURNAL** **Write About It**  
Complete Lesson 2 in your science journal.

Lesson 2  
I can explain reasons why animals live in groups or alone.

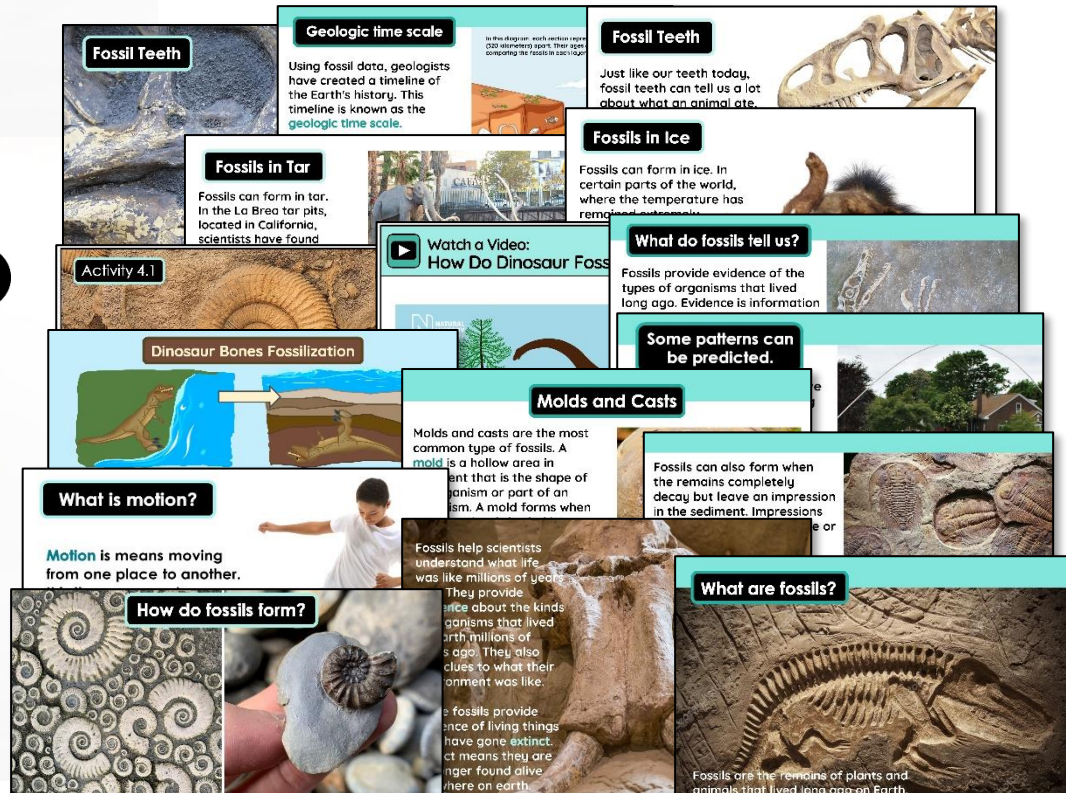
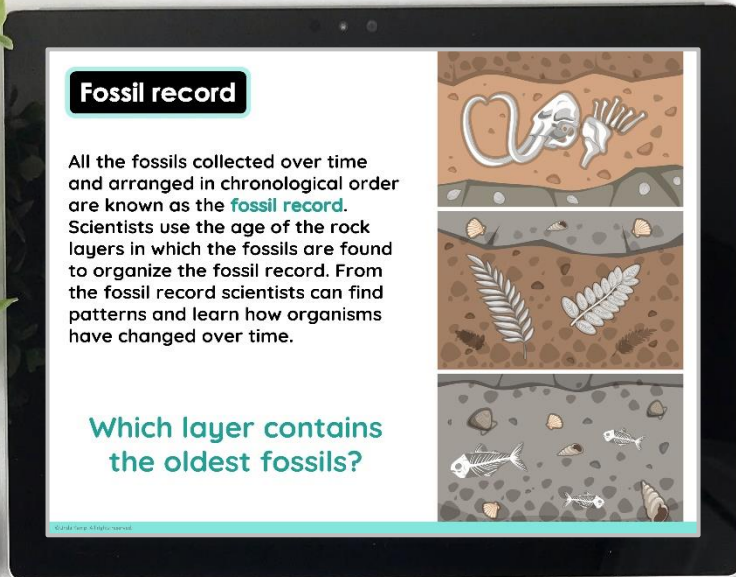
Lesson 2  
I can discuss cause and effect relationships between groups that live together.

**Lesson 2: Survival of Groups**

# SAMPLE LESSON

# DIGITAL LESSONS INCLUDE:

- Narrated lesson slides
- Science journal activity slides
- Digital quiz
- Science center activity
- Related lesson videos



# LESSON SUPPORT & FOCUS WALL



## ESSENTIAL QUESTION

What happens to living things when their environments change?

fossil record

species

**adaptive trait**

characteristics that help an organism survive in its environment

Lesson 3

Vocabulary cards

## GUIDING QUESTION

What makes organisms more likely or less likely to survive?

I can make connections between the traits of an organism and how well it can survive.

Guiding Questions

Objectives Cards

Lesson Plans

Journal

GRADE 3

ENVIRONMENTAL SURVIVAL & FOSSIL EVIDENCE

GRADE 3

ENVIRONMENTAL SURVIVAL & FOSSIL EVIDENCE

Investigations

Centers



Name ANSWER KEY

Lesson 5: Quick Check

Answer the questions in complete sentences.

What is the fossil record?

Accept any variation of: **The fossil record is a collection of all the fossils found and arranged in chronological order of their age.**

ENVIRONMENT & SURVIVAL UNIT TEST

Name Answer Key

Vocabulary Match

1. Write the letter to match each word with its definition.

- |                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| species <b>F</b>  | A. the fossilized resin or sap of trees                               |
| extinct <b>G</b>  | B. a small amount                                                     |
| preserve <b>E</b> | C. a state of rest                                                    |
| dormant <b>C</b>  | D. a collection of fossils that document the history of life on Earth |

WHAT CAN YOU LEARN FROM A FOSSIL?

Activity 4.1

- Use your materials to make a model of a fossil.
- Trade models with a classmate.
- Analyze the fossil you are given.

Cause-and-Effect

Activity 2.1

- Read about Leafcutter ants on the lesson slide.

Investigation 1 Which Beak Is Best?

Guided Lab Directions



Investigation 1 Which Beak Is Best?

TEACHER GUIDE

QUESTION: What determines the shape of a bird's beak?

OBJECTIVE: Students will model and test beak shapes to learn how different beaks are adapted to eat certain foods.

MATERIALS FOR EACH GROUP

- For beaks**  
 straw, tweezers, pliers, scissors, chopsticks (or replace with things you have available to simulate different types of beaks)
- For food**  
 yarn, marshmallows, rice, water  
 paper bowls or cupcake liners or any small containers to hold the food  
 small cup for water  
 lab sheet for each student

PROCEDURE:  
 1. Explain to students that in this lab they will investigate how bird beaks are adapted to eating different kinds of food. **"In this lab you will use your materials as models of different beaks to investigate how birds eat and how the shape**

# TEACHER GUIDE

- Scripted lesson plans
- Standards & objectives
- Performance tasks
- Teacher instructions
- Management tips
- Lab procedures & photos
- Extension activities
- Assessments

**Investigation 3**  
**Lesson 3**  
**How Did the Swallows Survive?**

QUESTION: Why has the cliff swallow population grown despite changes to its environment?

OBJECTIVES: 1. Students will construct a scientific explanation for how a cliff swallow population adapted to a changed environment. 2. Students will analyze graphs and use the data as evidence to support claims they make in their explanation.

MATERIALS:  
 Prep per student:  
 -copy of article  
 -copy of wingspan data graph  
 -Investigation 3 recording sheets

**Environments, Survival & Fossil Evidence**  
**Day 2-3**  
**BEHAVIORAL ADAPTATIONS & TRAIT VARIATION**

OBJECTIVE: I can make connections between the traits of an organism and how well it can survive.

- Continue Lesson 1 on slide 12 and behavioral adaptations. Read through the lesson slides pausing to answer any questions student have and to watch the short video clips.
- Introduce the first **Talk About It** slide by telling students that after each lesson they have a chance to talk briefly with a partner about what they are learning. Pair students and ask them to discuss the question on the **Talk About It** slide.
- INDEPENDENT PRACTICE:** Students complete the **Lesson 1 Journal** pages.
- WRAP UP:** Revisit the learning objective. Ask students, "What are some examples of a physical or a behavioral trait?"

**Environments, Survival & Fossil Evidence**  
**Lesson 1**  
**Adapting to Survive**

OBJECTIVE: I can make connections between the traits of an organism and how well it can survive.

GUIDING QUESTION: What makes organisms more likely or less likely to survive in an environment?

VOCABULARY: adaptation, survive, species, mimicry, hibernation, migration

KEY CONCEPTS:  
 • Organisms in a population are more likely to survive when it is easy for them to meet their needs in their environment.  
 • Organisms in a population are less likely to survive when it is hard for them to meet their needs in their environment.  
 • Some organisms have traits that help them survive in their environment.

1. Introduce the investigation. For each of the first two weeks we will have a question to help us think about living things when their environments change? and What are some ways they adapt??"

2. Set the purpose for the investigation. "We are going to explore fossils. Fossils provide a record past environments. We will use the fossils to learn about living things when their environments change? and What are some ways they adapt??"

3. Project the Lesson 1 slides and introduce the lesson vocabulary.

4. Read the Lesson 1 slides. Students allow time to look at and discuss the photos.

# 25-Day Pacing Guide

Environments, Survival & Fossil Evidence Unit Overview

In this unit, students explore several topics. They learn their environment in order to survive. They construct an argument in a particular habitat some organisms can survive well, and some cannot survive at all.

Students learn about animals that form groups for survival in characteristics among individuals of the same species for surviving, finding mates, and reproducing. They discuss relationships with groups that live together and animals.

Students learn how some organisms respond to changes hibernating, migrating, molting and through other unique road nonfiction material about how cliff swallows adapt their habitat occur. They analyze graphs depicting how the population of cliff swallows has changed over time.

Environments, Survival & Fossil Evidence Lesson Pacing

Day	Lesson
1	Lesson 1.1 Adapting to Survive
2-3	Lesson 1.2 Behavioral Adaptations
4	Lesson 1 Investigation: Which Beak is Best?
5	Lesson 1 Quick Check

Next Generation Science Standards Alignment

Lesson 1: **Next Generation Science Standards**  
 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving.  
 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.  
 3-LS4-B Natural Selection. Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.  
 3-LS4-C Adaptation. For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.

Environments, Survival & Fossil Evidence Videos

Lesson 4

Lesson 4

Lesson 4

Environment, Adaptation & Survival Related Book List



Environments, Survival & Fossil Evidence Lab Materials

The following materials are needed to do all the investigations. Please see the teacher notes for each lab as some of the materials are optional or can be replaced with items you may already have.

straws	sponges
tweezers	paper towels
chopsticks	small lunchmeat containers
string or yarn	glue
marshmallows	salt
cupcake liners	plastic spoons

# HIGH-ENGAGEMENT ACTIVITIES

Students work with partners to discuss, write and investigate.

## Meet An Animal Behaviorist



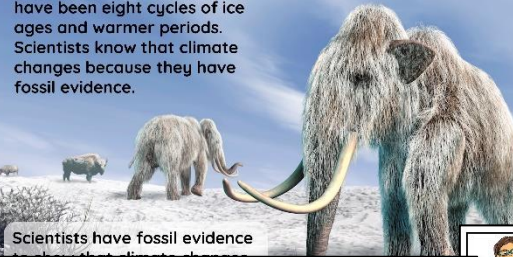
Hello!  
My name is Paolo, and I am an animal behaviorist. While studying behaviors of cliff swallows, my team and I discovered some interesting adaptations in the swallow population. I wrote an article about it for you to read.

After reading my article, can you write a scientific explanation for the cliff swallow's adaptive traits?

Over millions of years, Earth's climate has warmed up and cooled down many times. Just in the last 800,000 years, there have been eight cycles of ice ages and warmer periods. Scientists know that climate changes because they have fossil evidence.

## Climate Cycles

Woolly mammoths and prehistoric bison are among the prehistoric creatures found trapped in frozen areas of Siberia.



Scientists have fossil evidence

## LESSON 4 INVESTIGATE

### Sponge Fossils: Mineral Replacement

**QUESTION:**  
How do minerals help fossils form?

Develop a model to simulate the process of



## LESSON 1 TALK ABOUT IT

### Characteristics for Survival

Talk with your partner about adaptations.



What characteristics

## LESSON 3 EXTENSION RESEARCH

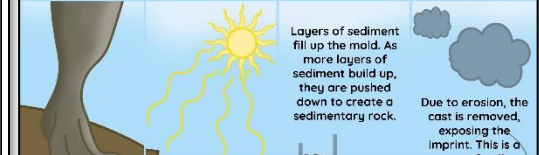
### The Great Monarch Migration

Choose a research project

- Research the migration of the Monarch butterfly and create a guide that explains why their breeding grounds are dwindling and ways people can help protect them.
- Create an informative writing piece about the adaptive traits of Monarch butterflies.



## Trace Fossil Formation



## What is a scientific explanation?

- It answers a question about how or why something happens.
- It is based on the ideas you have learned from investigations, videos, and reading about the topic.
- It uses scientific language and vocabulary.



## Cause & Effect

### Activity 2.1

- Read about Leafcutter ants on the next slide.
- Think about causes and effects as you read.
- Write the missing causes and effects in the chart in your journal.



Causes	Effects

## LESSON 5 INVESTIGATE

### Geologic Time Scale

**QUESTION:**  
How is the fossil record related to the geologic time scale?

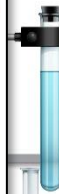
Use your materials to model rock layers and fossils in the geologic time



## LESSON 3 PART 2 INVESTIGATE

### Use Evidence To Support A Claim

- Use the wingspan data as evidence.
- Think about what makes an organism more likely to survive.
- Use the data and what you know to explain why the cliff swallow population has grown in the last 30 years.



## LESSON 3 PART 1 INVESTIGATE

### Adapting to a Changed Environment

How has the cliff swallow population adapted to a changed environment?

Read the article about swallows. Write a scientific explanation for why the swallow population has grown and is thriving.



## LESSON 2 INVESTIGATE

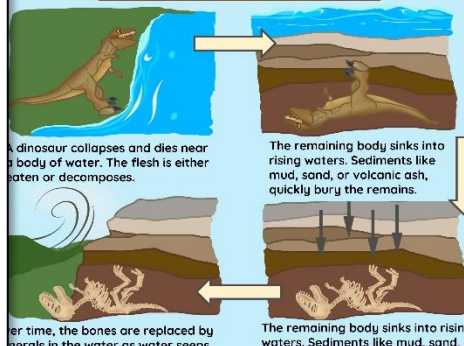
### Make a Diagram Model

What traits give animals an advantage for survival?

Use an animal. Draw a diagram model showing traits and adaptations an animal has that make it more likely to survive than other organisms in its habitat.



## Dinosaur Bones Fossilization



## LESSON 1 INVESTIGATE

### Which Beak Is Best?

**QUESTION:**  
What determines the shape of a bird's beak?

Investigate how beak shapes are adapted to eating certain types of food.





# 5 HANDS-ON INVESTIGATIONS

## STUDENTS ENGAGE IN:

- Testing the functions of adaptations
- Simulating fossilization
- Making models of cast and trace fossils
- Analyzing fossil data
- Drawing diagrams
- Making models of the geographic time scale
- Reading nonfiction articles and analyzing data tables

The collage features five distinct investigation cards, each with a 'TEACHER GUIDE' tab. Investigation 1, 'Which Beak Is Best?', includes a procedure for testing beak functions with various materials like yam, marshmallows, and rice. Investigation 2, 'Make a Diagram Model', provides a diagram of a giraffe with labels for its long neck, tongue, and coat, and a procedure for drawing a diagram. Investigation 3, 'How Did the Swallows Survive?', includes a nonfiction article about cliff swallows and a procedure for analyzing data. Investigation 4, 'Sponge Fossils', includes a procedure for creating mineral replacement fossils from sponges. Investigation 5, 'Geographic Time Scale Models', includes a procedure for creating models of the geographic time scale. The cards also feature images of students working, fossils, and diagrams.

# EACH LAB INCLUDES:

- Guiding questions
- Objective
- Materials list
- Scripted introduction
- Step by Step procedures
- Standards



**Lesson 1**

## Investigation 1

### Which Beak Is Best?

**TEACHER GUIDE**

3-LS4-2, SEP.6

**QUESTION:** What determines the shape of a bird's beak?

**OBJECTIVE:** Students will model and test beak shapes to learn how birds are adapted to eat certain foods.

**MATERIALS FOR EACH GROUP**

**For beaks**  
straw, tweezers, pliers, scissors, chopsticks (or replace with things you have available to simulate different types of beaks)

**For food**  
yarn, marshmallows, rice, -water  
-paper bowls or cupcake liners or any small containers to hold the food  
-small cup for water  
-lab sheet for each student



**PROCEDURE:**

1. Explain to students that in this lab they will investigate how bird beaks are adapted to eating different kinds of food. **"In this lab you will use your materials as models of different beaks to investigate how birds eat and how the shape of a birds' beak shape gives you clues to the type of food it eats."**
2. Place students in groups of 2-4 and provide them with the materials listed.
3. Students follow the steps on their lab sheet. Allow students time to test the beaks' abilities to get the different foods.
4. Students write their observations on their lab sheet. Ask students to consider what bird has a beak like the one they are modeling and what the bird eats. guide students to understand that different beak shapes are better at picking up different kinds of bird foods.

**SEP.2** Developing and using models to understand how animal characteristics help them survive

**3-LS4-2:** Use evidence to construct an explanation for how the variations in characteristics (beak shapes) among individuals of the same species may provide advantages for surviving, finding mates, and reproducing.

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- Student lab sheet

Name \_\_\_\_\_ Investigation 1




**What determines the shape of a bird's beak?**

**PLAN** Look at the birds in the chart. What tool does each beak look like?

**MODEL** Use the beak materials to model the different beaks

**TEST** Pick up different types of food with your model beaks to determine which beak works best for which type of food.

**COLLECT DATA**

Beak	Looks Like	Observations
		
		
		
		

**Beak Materials Used**


---

**Food Materials Used**


---

**Investigation 1**


**Which Beak Is Best?**



Gather materials for each group of 3 or 4 students. Replace any of the beak tools, if necessary, with things you have available to simulate different types of beaks.




Students take turns testing the "beak" tools to find and pick up the "food" to determine which type of beak is best for eating each of the foods.



Guide students to understand that birds' beaks are very specialized tools that determine what a bird can eat. Some beaks are good for probing and grabbing insects out of the ground while others are perfect for cracking open seeds and nuts. The sharp, curved beak of an eagle easily tears the flesh of fish. The long thin, straw-like beak of the hummingbird allows it to drink nectar deep within a flower.

**Guided Lab Directions**



As students test their "beaks", they record their observations on their lab sheet.

Guided directions  
& possible results

# LESSON RESPONSE JOURNAL

## WORKBOOK INCLUDES:

- Applying vocabulary
- Writing to explain
- Labeling diagrams
- Comparing adaptations
- Interpreting data

The collage features several pages from the 'Environments & Survival' Science Journal:

- Lesson 1: Adapting to Survive**
  - Question: "What is an adaptation?"
  - Question: "What unusual adaptation does the leaf-tail gecko have to protect itself?"
  - Multiple Choice: "What type of adaptation does a Spicebush Swallowtail caterpillar have itself?" (A) patterns, (B) mimicry
  - Activity: "Match the physical adaptation to the animal." Includes a word bank with terms like gills, blubber, long neck, hard shell, and long thorns, and illustrations of a fish, a turtle, and a gecko.
- Lesson 2: Survival of Groups**
  - Question: "Why do some animals live in groups?"
  - Activity: "Write some of the benefits of each way of life." Compares "Living Alone" and "Living in a Group".
  - Activity: "Write T for true and F for false." Includes statements about solitary animals and group survival.
- Lesson 3: Surviving in a Changed Environment**
  - Activity: "Write one way each of these things can change an environment." Categories: People, Other Organisms, Natural Events.
  - Question: "What might happen to birds in a forest habitat after a wildfire burns all the trees and plants?"
  - Question: "What are two ways plants respond to seasonal changes?"
- Lesson 4: Fossil Evidence**
  - Question: "What is a fossil?"
  - Activity: "Write plant, animal, or trace under each picture." Includes illustrations of a footprint, a shell, and a fossil.
  - Question: "Describe the difference between a trace fossil and a body fossil."
  - Activity: "Circle the materials that can trap and preserve organisms." Options: ice, grass, tar, sand, sun, sap.
  - Activity: "Write T for true and F for false." Includes statements about living things forming fossils and learning from fossils.
- Lesson 5: The Fossil Record**
  - Question: "What is the fossil record?"
  - Activity: "Circle the word that makes the sentence true." Includes statements about fossil dating and rock layers.
  - Activity: "Look at the picture of rock layers with fossils buried in them. Which statements are true about the rock layers and fossils?" Includes a diagram of rock layers and statements about fossil dating.

# DIGITAL RESPONSE ACTIVITIES

Interactive  
journal  
activities on  
Google Slides™  
for each lesson  
\*with moveable  
pieces

**Lesson 1**  
**Adapting to Survive**

What is an adaptation?  
**Type here**

What unusual adaptation does the leaf-tail gecko have to protect itself?  
**Type here**

**MULTIPLE CHOICE**  
What type of adaptation does a Spicebush Swallowtail caterpillar have to protect itself?  
**A** patterns    **C** camouflage  
**B** mimicry    **D** hibernation

Match the physical adaptation to each animal.

**Word Bank**  
long thorns  
gills  
blubber  
long neck  
hard shell

<input type="text"/>	<input type="text"/>	
		<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

# LITERACY-BASED SCIENCE CENTERS

## ENVIRONMENT Survival & Fossil Evidence SCIENCE CENTERS



Organisms develop \_\_\_\_\_  
to survive in their habitats.

- A. mimicry
- B. adaptations
- C. migration
- D. patterns

## ENVIRONMENT & SURVIVAL VOCABULARY

Directions

- 1 Read
- 2 Circle
- 3 Write

## ENVIRONMENT & SURVIVAL VOCABULARY

1. Choose the correct word to complete the sentence.
2. Write the letter in the matching box.

1	2	3	4
5			
9			
13			

A trait that helps an animal survive in its habitat is called an \_\_\_\_\_.

- A. inherited trait
- B. trait variation
- C. adaptive trait

## ENVIRONMENT Survival & Fossil Evidence SCIENCE CENTERS

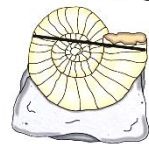


## MEASURING FOSSILS

- Directions: Write the number in the box.
- 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7

## MEASURING FOSSILS

1. Use a ruler to measure the length of the fossil to the nearest inch, half inch.
2. Write the measurements in the boxes.



Reinforce  
SCIENCE  
CONTENT

Practice  
MATH &  
LITERACY SKILLS

## ENVIRONMENT Survival & Fossil Evidence SCIENCE CENTERS



## ANIMAL GROUPS MATCH

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

## NAME THAT GROUP MATCH


- Directions:
- 1 Lay the picture cards and word cards on the table.
  - 2 Match the picture cards to the word cards.
  - 3 Write the name of the animal group in the box.



# DIGITAL CENTER ACTIVITIES

Reinforce  
**SCIENCE  
CONTENT**

Practice  
**MATH & LITERACY  
SKILLS**




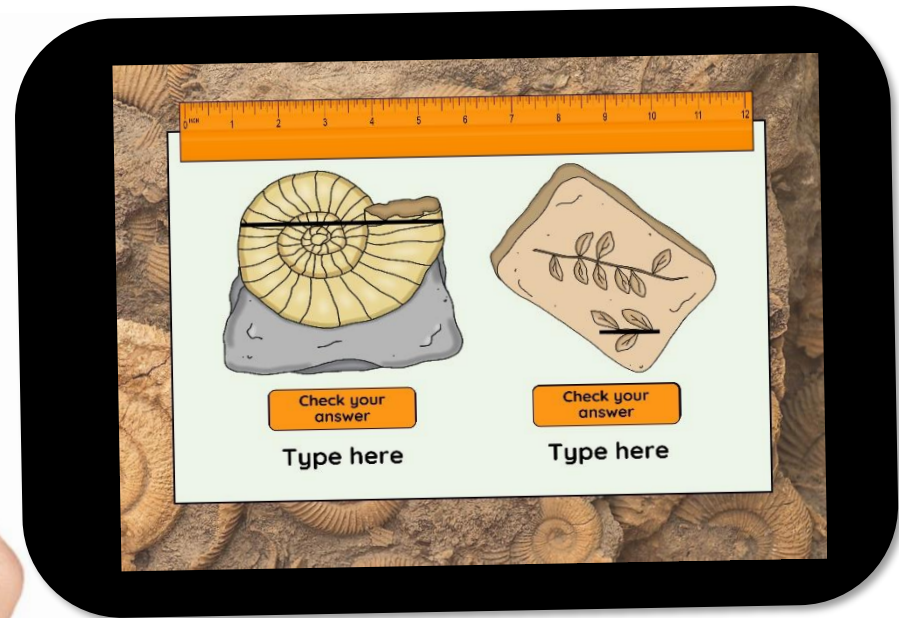
Living in a group can give animals an \_\_\_\_\_ for survival.

A. idea  
B. adaptation  
C. advantage

6

Check your answer





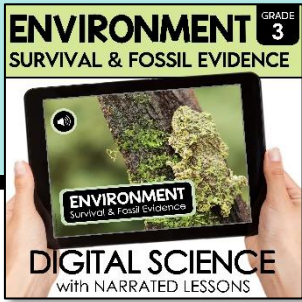
Check your answer

Type here

Check your answer

Type here

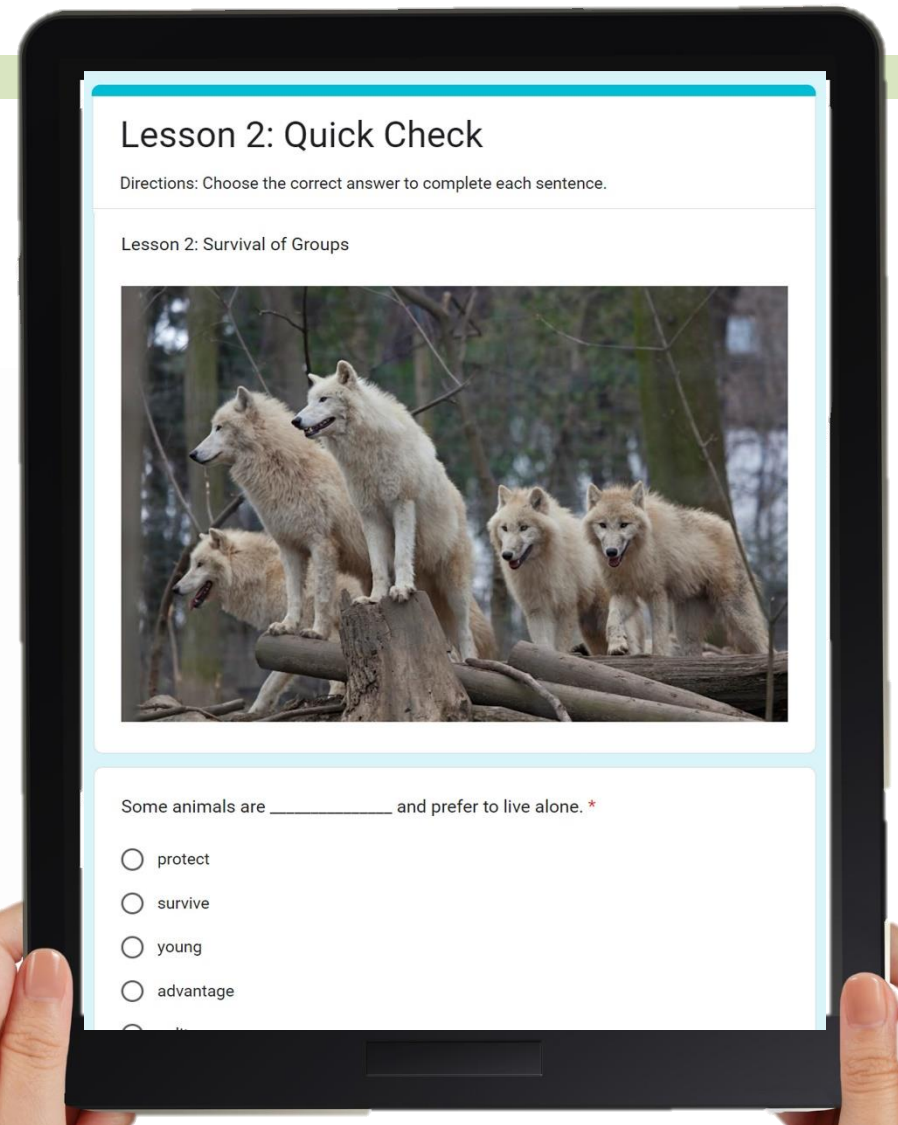


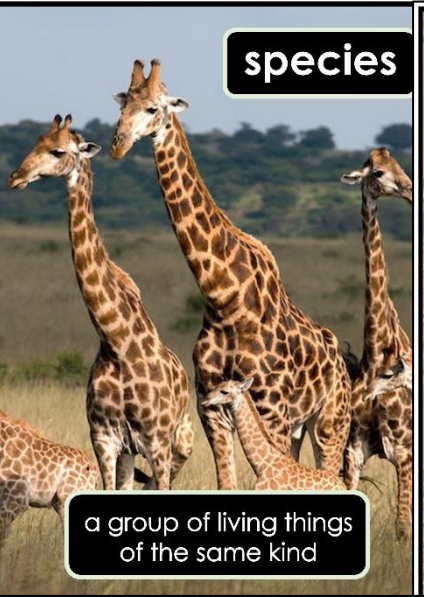
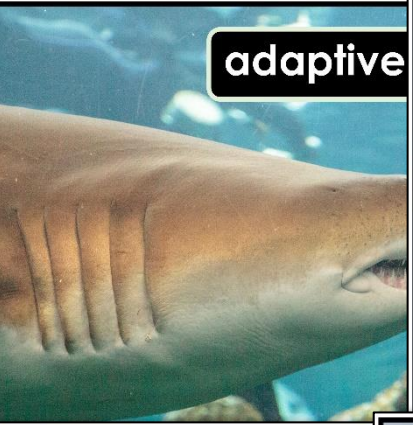
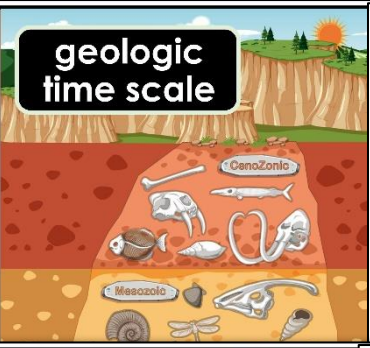


# ASSESSMENT MADE EASY

Self-checking Google Forms unit test & quizzes

Extension activities  
that tie in ELA & math

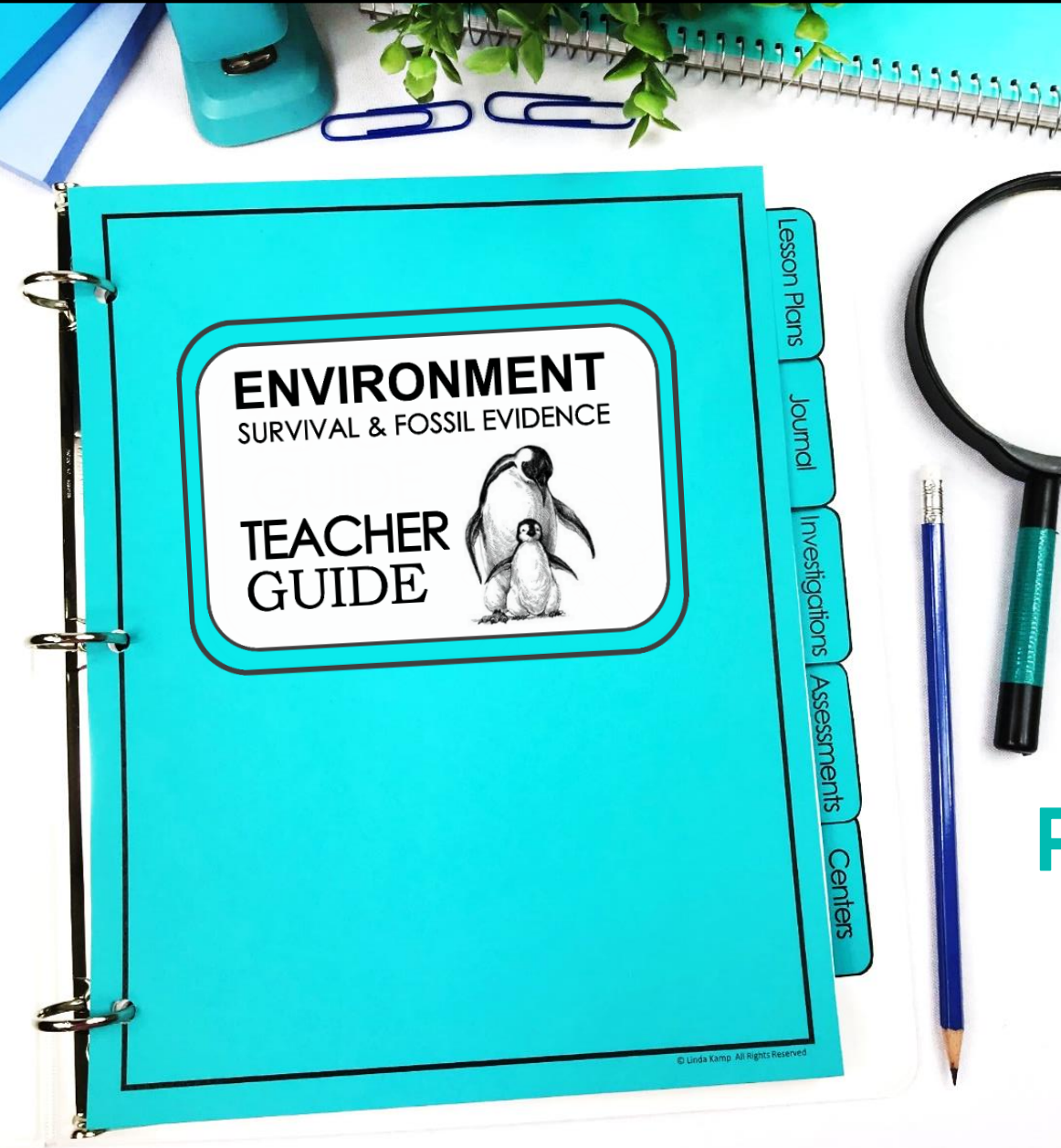




# Full Page Vocabulary Posters



# UNIT PLANNING BINDER



Organize your unit  
in a handy  
planning binder

**Binder includes:**

- cover & spines
- section dividers
- divider tabs

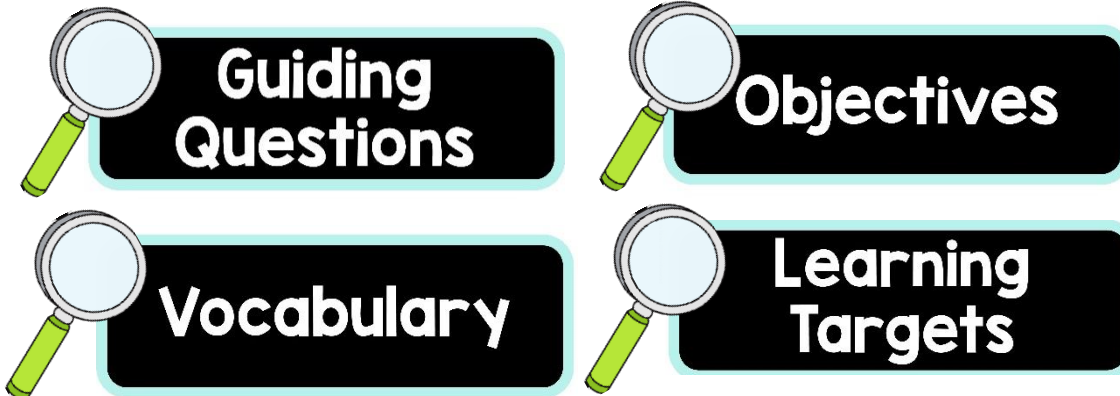
**PLAN-TEACH-ASSESS**

a rigorous and  
highly engaging unit

# BONUS Bulletin Board Elements



## ENVIRONMENTS Survival & Fossils



## CREATE A SCIENCE FOCUS WALL

Display your learning targets, guiding questions, and vocabulary posters with the included bulletin board set.

# THIRD GRADE SCIENCE CURRICULUM

[CLICK HERE](#) to see additional units & the yearlong money-saving bundle.

