
Super Science Connections

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Disclaimer. This publication is intended for use by teachers or other adults with properly supervised children. All adults and children are expected to follow normal safety precautions when performing the activities described in this manual (see A Note about Safety). Neither the authors nor the publisher assumes liability for the use of information in this publication.

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Making Connections

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Contents: By Science Keyword or Concept

Keyword or Concept	Title of Activity	Lesson
Air pressure	Bet You Can't	Pressure
	Tony the Tiger™ Diver	Pressure
Alcohol	Fabulous Fancy Fabric	Color and Light
	Sinking Ice	Water
Amphibian	Animal Coats	Insulation
Angler fish	Firefly Light	Color and Light
Animal homes	Animal Coats	Insulation
Animal insulation	Blubber Bag	Insulation
Animal tracks	Animal Coats	Insulation
Animals that make bubbles	Looking at Lather	Surface Tension
Antacids	Fizzing I	Pressure
	A Seltzer Balloon	Pressure
	Seltzer Surprise	Pressure
Balloon	A Seltzer Balloon	Pressure
	Bet You Can't	Pressure
Birds	Animal Coats	Insulation
	Blubber Bag	Insulation
Bubble shapes	Looking at Lather	Surface Tension
Bubbles	Fizzing I	Pressure
	Fizzing II	Pressure
	Looking at Lather	Surface Tension
	Seltzer Surprise	Pressure
Butterfly	Fly, Fly Butterfly (Extension)	Color and Light
Butterfly tower	Fly, Fly Butterfly (Extension)	Color and Light
Capillary action	The Mystery Pen	Color and Light
Carbon dioxide	Fizzing I	Pressure
	Fizzing II	Pressure

Contents: By Science Keyword or Concept, continued

Keyword or Concept	Title of Activity	Lesson
Carbon dioxide, continued	A Seltzer Balloon	Pressure
	Seltzer Surprise	Pressure
Cartesian diver	Tony the Tiger™ Diver	Pressure
Chemical reaction	Firefly Light	Color and Light
	Fizzing I	Pressure
	Fizzing II	Pressure
	A Seltzer Balloon Seltzer Surprise	Pressure Pressure
Chromatography	Fabulous Fancy Fabric	Color and Light
	The Mystery Pen	Color and Light
Clothing as an insulator	Clothing from Plants and Animals	Insulation
	Investigating Insulators	Insulation
Clouds	Where Does the Water Go?	Water
Color	Clothing from Plants and Animals	Insulation
	Fabulous Fancy Fabric	Color and Light
	Gels of Color	Color and Light
	Is Black Really Black?	Color and Light
	The Mystery Pen	Color and Light
	Rainbows Without Rain	Color and Light
	Rainbow Grid and Goggles	Color and Light
	Rainbow in a Jar	Color and Light
Color filters	Rainbow Grid and Goggles	Color and Light
Condensation	Ocean Water	Water
	Where Does the Water Go?	Water
Conductors	Blubber Bag	Insulation
	Thwarting Thawing	Insulation
Convention, invention	Looking at Lather	Surface Tension
Convention, science	The Milk Explosion	Surface Tension
Cotton	Clothing from Plants and Animals	Insulation
	Mama Find Your Baby (Extension)	Insulation

Contents: By Science Keyword or Concept, continued

Keyword or Concept	Title of Activity	Lesson
Crystals	<i>Ocean Water</i>	Water
Deicers	<i>...We all Scream for ICE CREAM</i>	Water
Density	<i>Sinking Ice</i> <i>Tony the Tiger™ Diver</i> <i>Water Motion</i>	Water Pressure Water
Detergent	<i>Freckle Face</i> <i>The Milk Explosion</i>	Surface Tension Surface Tension
Diffraction grating	<i>Rainbow Grid and Goggles</i>	Color and Light
Distilled water	<i>Ocean Water</i>	Water
Dyeing	<i>Dyeing Wool with Kool Aid™ (Extension)</i> <i>Fabulous Fancy Fabric</i>	Insulation Color and Light
Earth science	<i>Ocean Water</i> <i>Seltzer Surprise</i> <i>Waiting on Water</i> <i>Water Motion</i> <i>Where Does the Water Go?</i>	Water Pressure Water Water Water
Energy	<i>Animal Coats</i> <i>Blubber Bag</i> <i>Firefly Light</i> <i>Investigating Insulators</i> <i>Seltzer Surprise</i> <i>Thwarting Thawing</i>	Insulation Insulation Color and Light Insulation Pressure Insulation
Evaporation	<i>Ocean Water</i> <i>Waiting on Water</i> <i>Where Does the Water Go?</i>	Water Water Water
Fat	<i>Blubber Bag</i> <i>The Milk Explosion</i>	Insulation Surface Tension
Feathers	<i>Animal Coats</i> <i>Blubber Bag</i>	Insulation Insulation
Fibers	<i>Clothing from Plants and Animals</i> <i>Dyeing Wool with Kool Aid™ (Extension)</i>	Insulation Insulation

Contents: By Science Keyword or Concept, continued

Keyword or Concept	Title of Activity	Lesson
Fireflies	Firefly Light	Color and Light
Fish	Animal Coats	Insulation
Flax	Clothing from Plants and Animals	Insulation
Freezing Point	No Handel	Water
	Sinking Ice	Water
	Ocean Water	Water
Fur	Animal Coats	Insulation
Gas	Bet You Can't	Pressure
	Fizzing I	Pressure
	Fizzing II	Pressure
	A Seltzer Balloon	Pressure
	Seltzer Surprise	Pressure
	Tony the Tiger™ Diver	Pressure
	Waiting on Water	Water
	Where Does the Water Go?	Water
Geysers	Seltzer Surprise	Pressure
Glaciers	Ocean Water	Water
Heat	Animal Coats	Insulation
	Blubber Bag	Insulation
	Clothing from Plants and Animals	Insulation
	Investigating Insulators	Insulation
	Thwarting Thawing	Insulation
Hydrophobic	Magic Sand	Water
Ice cream	...We all Scream for ICE CREAM	Water
Icebergs	Ocean Water	Water
Insulators	Animal Coats	Insulation
	Blubber Bag	Insulation
	Clothing from Plants and Animals	Insulation
	Investigating Insulators	Insulation
	Thwarting Thawing	Insulation

Contents: By Science Keyword or Concept, continued

Keyword or Concept	Title of Activity	Lesson
Life cycle	Fly, Fly Butterfly (Extension)	Color and Light
Life science	Animal Coats	Insulation
	Blubber Bag	Insulation
	Clothing from Plants and Animals	Insulation
	Firefly Light	Color and Light
	Fly, Fly Butterfly (Extension)	Color and Light
Light	Firefly Light	Color and Light
	Rainbows Without Rain	Color and Light
	Rainbow Grid and Goggles	Color and Light
	Rainbow in a Jar	Color and Light
Light rotation	Rainbow in a Jar	Color and Light
Light sticks	Firefly Light	Color and Light
Liquid	Fizzing I	Pressure
	Fizzing II	Pressure
	The Milk Explosion	Surface Tension
	No Hands!	Water
	Ocean Water	Water
	Sinking Ice	Water
	A Seltzer Balloon	Pressure
	Waiting on Water	Water
	Where Does the Water Go?	Water
Magnify	Clothing from Plants and Animals	Insulation
	Rainbows Without Rain	Color and Light
	Classifying Cards	About, page xxi
Mammals	Animal Coats	Insulation
Melting	No Hands!	Water
	Sinking Ice	Water
	Thwarting Thawing	Insulation
	...We all Scream for ICE CREAM	Water
Melting point	No Hands!	Water
	...We all Scream for ICE CREAM	Water

Contents: By Science Keyword or Concept, continued

Keyword or Concept	Title of Activity	Lesson
Milk	The Milk Explosion ...We all Scream for ICE CREAM	Surface Tension Water
Mixture	Fabulous Fancy Fabric Fizzing I Fizzing II Gels of Color Is Black Really Black? The Mystery Pen Ocean Water A Seltzer Balloon ...We all Scream for ICE CREAM	Color and Light Pressure Pressure Color and Light Color and Light Color and Light Water Pressure Water
Molecule	Bet You Can't Rainbow in a Jar	Pressure Color and Light
Moths	Fly, Fly Butterfly	Color and Light
Ocean currents	Water Motion	Water
Oceans	Ocean Water Water Motion	Water Water
Penguins	Blubber Bag	Insulation
Polarization	Rainbow in a Jar	Color and Light
Pond skater insects	A Needle Floats	Surface Tension
Pressure	Bet You Can't Fizzing I Fizzing II A Seltzer Balloon Seltzer Surprise Tony the Tiger™ Diver	Pressure Pressure Pressure Pressure Pressure Pressure
Prism	Rainbows Without Rain	Color and Light
Rain	Ocean Water Where Does the Water Go?	Water Water

Contents: By Science Keyword or Concept, continued

Keyword or Concept	Title of Activity	Lesson
Rainbow	Rainbows Without Rain	Color and Light
	Rainbow Grid and Goggles	Color and Light
	Rainbow in a Jar	Color and Light
Reptiles	Animal Coats	Insulation
Salt	Classifying Cards	About, page xxi
	No Hands!	Water
	Ocean Water	Water
	...We all Scream for ICE CREAM	Water
Salt water	No Hands!	Water
	Ocean Water	Water
	...We all Scream for ICE CREAM	Water
Scotchguard™	Magic Sand	Water
Smell	Mama Find Your Baby (Extension)	Insulation
	Sinking Ice	Water
Solid	Fizzing I	Pressure
	Fizzing II	Pressure
	No Hands!	Water
	A Seltzer Balloon	Pressure
	Sinking Ice	Water
	Thwarting Thawing	Insulation
	...We all Scream for ICE CREAM	Water
Solubility	Fabulous Fancy Fabric	Color and Light
	The Mystery Pen	Color and Light
	No Hands!	Water
	Ocean Water	Water
	...We all Scream for ICE CREAM	Water
Sound	Seltzer Surprise	Pressure
Snakes	Animal Coats	Insulation
States of matter	Fizzing I	Pressure
	Fizzing II	Pressure
	No Hands!	Water
	Ocean Water	Water
	A Seltzer Balloon	Pressure

Contents: By Science Keyword or Concept, continued

Keyword or Concept	Title of Activity	Lesson
States of matter, continued	Seltzer Surprise	Pressure
	Sinking Ice	Water
	Thwarting Thawing	Insulation
	Waiting on Water	Water
	...We all Scream for ICE CREAM	Water
	Where Does the Water Go?	Water
Sun	Rainbow Grid and Goggles	Color and Light
	Rainbows Without Rain	Color and Light
	Sinking Ice	Water
	Thwarting Thawing	Insulation
	Where Does the Water Go?	Water
Sunlight	Rainbows Without Rain	Color and Light
	Rainbow Grid and Goggles	Color and Light
Surface tension	Freckle Face	Surface Tension
	Looking at Lather	Surface Tension
	Magic Sand	Water
	The Milk Explosion	Surface Tension
	A Needle Floats	Surface Tension
Temperature	Firefly Light	Color and Light
	Investigating Insulators	Insulation
	No Hands!	Water
	Sinking Ice	Water
	Thwarting Thawing	Insulation
	Water Motion	Water
	...We all Scream for ICE CREAM	Water
	Where Does the Water Go?	Water
Terrariums	Waiting on Water	Water
Variables	The Milk Explosion	Surface Tension
	Seltzer Surprise	Pressure
	Waiting on Water	Water
Vertebrates	Animal Coats	Insulation
Volcanoes	Seltzer Surprise	Pressure

Contents: By Science Keyword or Concept, continued

Keyword or Concept	Title of Activity	Lesson
Water	Clothing from Plants and Animals	Insulation
	Freckle Face	Surface Tension
	Magic Sand	Water
	A Needle Floats	Surface Tension
	No Hands!	Water
	Ocean Water	Water
	Sinking Ice	Water
	Waiting on Water	Water
	Water Motion	Water
	...We all Scream for ICE CREAM	Water
	Where Does the Water Go?	Water
Water cycle	Ocean Water	Water
	Where Does the Water Go?	Water
Water repellent	Magic Sand	Water
Weather	Ocean Water	Water
	Water Motion	Water
	Where Does the Water Go?	Water
Whales	Blubber Bag	Insulation
Wool	Clothing from Plants and Animals	Insulation
	Dyeing Wool With Kool Aid™ (Extension)	Insulation

Contents: By Connection

Art Connections

Art	Title of Activity	Lesson
Animal track prints	<i>Animal Coats</i>	Insulation
Bubble beasts	<i>Looking at Lather</i>	Surface Tension
Butterfly	<i>The Mystery Pen</i>	Color and Light
Christmas ornament	<i>Fly, Fly Butterfly (Extension)</i>	Color and Light
Color pattern	<i>The Milk Explosion</i>	Surface Tension
Color wheel	<i>Rainbow Grid and Goggles</i>	Color and Light
Coloring projects	<i>Rainbow Grid and Goggles</i>	Color and Light
Dyeing fabric	<i>Fabulous Fancy Fabric</i>	Color and Light
Dyeing wool	<i>Dyeing Wool with Kool Aid™ (Extension)</i>	Insulation
Face	<i>Freckle Face</i>	Surface Tension
Flower	<i>The Mystery Pen</i>	Color and Light
Greeting card	<i>Firefly Light</i>	Color and Light
Heart	<i>The Mystery Pen</i>	Color and Light
Light necklaces	<i>Firefly Light</i>	Color and Light
Puddle pictures	<i>Ocean Water</i>	Water
Rainy day pictures	<i>Gels of Color</i>	Color and Light
Turkey	<i>The Mystery Pen</i>	Color and Light
Window decoration	<i>Gels of Color</i>	Color and Light

Contents: By Connection, continued

Literature Connections—Children’s Fiction Books

Book	Title of Activity	Lesson
Annie and the Old One	<i>Animal Coats</i>	Insulation
Argyle	<i>Clothing from Plants and Animals</i>	Insulation
Bremen-Town Musicians, The	<i>Seltzer Surprise</i>	Pressure
Brown Bear, Brown Bear...	<i>Rainbow in a Jar</i>	Color and Light
Bubble Bubble	<i>Looking at Lather</i>	Surface Tension
Button Box, The	<i>Buttons</i>	About, page xix
David Bushnell and His Turtle	<i>Tony the Tiger™ Diver</i>	Pressure
Drummer Hoff	<i>Seltzer Surprise</i>	Pressure
“18 Flavors” in <i>Where the Sidewalk Ends</i>	<i>...We all Scream for ICE CREAM</i>	Water
First Pink Light	<i>The Milk Explosion</i>	Surface Tension
Freckle Juice	<i>Freckle Face</i>	Surface Tension
Freight Train	<i>Rainbow in a Jar</i>	Color and Light
Garth Pig and the Ice Cream Lady	<i>...We all Scream for ICE CREAM</i>	Water
Hailstones and Halibut Bones	<i>The Mystery Pen</i> <i>Rainbow Grid and Goggles</i> <i>Rainbow in a Jar</i>	Color and Light Color and Light Color and Light
How A Shirt Grew in the Field	<i>Clothing from Plants and Animals</i>	Insulation
“How Did That Go Again?” in <i>Bear Essentials</i>	<i>...We all Scream for ICE CREAM</i>	Water
Is Your Mama a Llama?	<i>Animal Coats</i> <i>Mama Find Your Baby (Extension)</i>	Insulation Insulation
It Looks Like Spilt Milk	<i>Where Does the Water Go?</i>	Water
Jacket I Wear in the Snow, The	<i>Ocean Water</i>	Water

Contents: By Connection, continued

Literature Connections—Children's Fiction Books

Book	Title of Activity	Lesson
Johnny Castleseed	Magic Sand	Water
Magic Bubble Trip, The	Looking at Lather	Surface Tension
Magic School Bus at the Waterworks	Ocean Water	Water
Marianna May and Nursey	Clothing from Plants and Animals Gels of Color	Insulation Color and Light
Mother Goose: A Comprehensive Collection of Rhymes	Seltzer Surprise	Pressure
Mouse Paint	Gels of Color Rainbow in a Jar	Color and Light Color and Light
Nate the Great	The Mystery Pen	Color and Light
Noisy Nora	Seltzer Surprise	Pressure
Planting a Rainbow	Rainbow Grid and Goggles	Color and Light
Popcorn	Seltzer Surprise	Pressure
Rainbow Crow, a Lenape Tale	The Mystery Pen Rainbows Without Rain	Color and Light Color and Light
Rainy Day Stories and Poems	Ocean Water	Water
Sam and the Firefly	Firefly Light	Color and Light
Seltzer Man, The	Fizzing I	Pressure
Show and Tell	Looking at Lather	Surface Tension
Smallest Cow in the World, The	The Milk Explosion	Surface Tension
Snowman, The	Thwarting Thawing	Insulation
Snowy Day	Thwarting Thawing	Insulation
Spring Fleece, A Day of Sheepshearing	Clothing from Plants and Animals	Insulation

Contents: By Connection, continued

Literature Connections—Children's Fiction Books

Book	Title of Activity	Lesson
Stega Nona's Magic Lesson	Fizzing II	Pressure
Stream, The	Ocean Water	Water
Tacky the Penguin	Blubber Bag	Insulation
Thunder King: A Peruvian Tale	Seltzer Surprise	Pressure
Thunder Cake	Seltzer Surprise	Pressure
Two Bad Ants	Classifying Cards	About, page xxi
Very Hungry Caterpillar, The	Fly, Fly Butterfly (Extension)	Color and Light
"What's in the Sack" in Where the Sidewalk Ends	What's in the Bag?	About, page xvii
Working Cotton	Clothing from Plants and Animals	Insulation

Literature Connections—Children's Nonfiction Books

Book	Title of Activity	Lesson
All About Wool	Clothing from Plants and Animals	Insulation
Amazing Milk Book, The	The Milk Explosion	Surface Tension
Animal Tracks	Animal Coats	Insulation
Beating the Drum	Seltzer Surprise	Pressure
Bubbles	Looking at Lather	Surface Tension
Butterflies and Moths	Fly, Fly Butterfly (Extension)	Color and Light
Cloud Book, The	Ocean Water	Water

Contents: By Connection, continued

Literature Connections—Children's Nonfiction Books

Book	Title of Activity	Lesson
Diving into Oceans	Water Motion	Water
Fireflies	Firefly Light	Color and Light
Fireflies in the Night	Firefly Light	Color and Light
Follow the Water from Brook to Ocean	Ocean Water	Water
How Nature Works: One Hundred Ways...	Fly, Fly Butterfly (Extension)	Color and Light
"Insulation" in WonderScience Magazine	Blubber Bag	Insulation
Let's Investigate Sparkling, Silent Snow	Ocean Water	Water
"Let's Make Ice Cream!" in AIMS Newsletter	... We All Scream for ICE CREAM	Water
Look—A Butterfly	Fly, Fly Butterfly (Extension)	Color and Light
"Millions of Monarchs" in LIFE Magazine	Fly, Fly Butterfly (Extension)	Color and Light
Mistakes That Worked	Looking at Lather Magic Sand The Milk Explosion	Surface Tension Water Surface Tension
Monarch Butterflies: Mysterious Travelers	Fly, Fly Butterfly (Extension)	Color and Light
Monarch Butterflies (A New True Book)	Fly, Fly Butterfly (Extension)	Color and Light
Music From Strings	Seltzer Surprise	Pressure
Musical Instruments	Seltzer Surprise	Pressure
Oceans	Water Motion	Water
175 Experiments to Amuse and Amaze...	A Needle Floats	Surface Tension
Over the Rainbow	Rainbows Without Rain	Color and Light
Popcorn Book, The	Seltzer Surprise	Pressure

Contents: By Connection, continued

Literature Connections—Children's Nonfiction Books

Book	Title of Activity	Lesson
Rain and Hail	<i>Ocean Water</i>	<i>Water</i>
Rattles, Bells and Chiming Bars	<i>Seltzer Surprise</i>	<i>Pressure</i>
Science Book of Color, The	<i>Rainbows without Rain</i>	<i>Color and Light</i>
Science Book of Hot and Cold, The	<i>Investigating Insulators</i> <i>Thwarting Thawing</i>	<i>Insulation</i> <i>Insulation</i>
Science Book of Sound, The	<i>Seltzer Surprise</i>	<i>Pressure</i>
Science Book of Water, The	<i>Ocean Water</i>	<i>Water</i>
Scoop on Ice Cream, The	<i>... We All Scream for ICE CREAM</i>	<i>Water</i>
Sea, The	<i>Water Motion</i>	<i>Water</i>
"Shimmer and Shine" in Ranger Rick	<i>Fly, Fly Butterfly (Extension)</i>	<i>Color and Light</i>
Shivers and Goosebumps, How We Keep Warm	<i>Blubber Bag</i> <i>Investigating Insulators</i>	<i>Insulation</i> <i>Insulation</i>
Soap Bubble Magic	<i>Looking at Lather</i>	<i>Surface Tension</i>
Super Science Blue	<i>Blubber Bag</i>	<i>Insulation</i>
Thinking About Colors	<i>Rainbows Without Rain</i>	<i>Color and Light</i>
Too Hot, Too Cold, Just Right	<i>Blubber Bag</i> <i>Investigating Insulators</i> <i>Thwarting Thawing</i>	<i>Insulation</i> <i>Insulation</i> <i>Insulation</i>
Unbelievable Bubble Book, The	<i>Looking at Lather</i>	<i>Surface Tension</i>
Whales	<i>Blubber Bag</i>	<i>Insulation</i>

Contents: By Connection, continued

Math Connections

Topic	Title of Activity	Lesson
Graphs	Is Black Really Black?	Color and Light
	Seltzer Surprise	Pressure
	...We all Scream for ICE CREAM	Water
Measuring Distance	Seltzer Surprise	Pressure
Survey	...We all Scream for ICE CREAM	Water

Music Connections

Topic	Title of Activity	Lesson
"Floating Bubbles"	Looking at Lather	Surface Tension
"Little Bubbles"	Looking at Lather	Surface Tension
Musical instruments	Seltzer Surprise	Pressure

Other Connections (non-science)

Topic	Title of Activity	Lesson
Bubble wands	Looking at Lather	Surface Tension
Firefly T-shirt	Firefly Light	Color and Light
Headband from light necklace	Firefly Light	Color and Light
History of wool and cotton	Clothing from Plants or Animals	Insulation

Contents: By Connection, continued

Other Connections (non-science)

Topic	Title of Activity	Lesson
How the frisbee was invented	Looking at Lather	Surface Tension
Swimming pool covers	Where Does the Water Go?	Water
Things that pop	Seltzer Surprise	Pressure

Parent/Home Connections

Topic	Title of Activity	Lesson
Ice Cream Recipe	...We all Scream for ICE CREAM	Water
Mystery Liquid	The Milk Explosion	Surface Tension
Seltzer Surprise at Home	Seltzer Surprise	Pressure

Writing Connections

Topic	Title of Activity	Lesson
Bubble Beast (story)	Looking at Lather	Surface Tension
Bubble Biography	Looking at Lather	Surface Tension
Butterfly story or poem	Fly, Fly Butterfly (Extension)	Color and Light
Color and your senses (poem)	Rainbow Grid and Goggles	Color and Light
Cookbook of ice cream recipes	...We all Scream for ICE CREAM	Water

Contents: By Connection, continued

Writing Connections

Topic	Title of Activity	Lesson
Foam Poem	<i>Looking at Lather</i>	<i>Surface Tension</i>
Froth on Top of the Broth (story)	<i>Looking at Lather</i>	<i>Surface Tension</i>
How I Solved the Mystery (story)	<i>The Mystery Pen</i>	<i>Color and Light</i>
How the experiment works (letter)	<i>The Milk Explosion</i>	<i>Surface Tension</i>
I used to be afraid of: (story)	<i>Seltzer Surprise</i>	<i>Pressure</i>
Ice Cream Poem	<i>...We all Scream for ICE CREAM</i>	<i>Water</i>
Lather on the Ladder (story)	<i>Looking at Lather</i>	<i>Surface Tension</i>
Loud sounds (list)	<i>Seltzer Surprise</i>	<i>Pressure</i>
Melting story	<i>Thwarting Thawing</i>	<i>Insulation</i>
My Ice Cream Recipe	<i>...We all Scream for ICE CREAM</i>	<i>Water</i>
Newspaper— Kid Scientists Explore Variables	<i>The Milk Explosion</i>	<i>Surface Tension</i>
Pressure acronym	<i>Seltzer Surprise</i>	<i>Pressure</i>
Raindrop Poem	<i>Ocean Water</i>	<i>Water</i>
Riddle Cards	<i>Animal Coats</i>	<i>Insulation</i>
Sound Contrast Poems	<i>Seltzer Surprise</i>	<i>Pressure</i>
Wacky Wool that Got Wet, The (story)	<i>Clothing from Plants and Animals</i>	<i>Insulation</i>
Water Poem	<i>Where Does the Water Go?</i>	<i>Water</i>

Benchmarks updated 2/2012



All of the activities in *Super Science Connections* are designed to follow these general Benchmarks from *Benchmarks for Science Literacy*¹. Specific content Benchmarks are included with each unit. The ones listed here include both content and process skills.

Note that the 1993 version of the Benchmarks (to which the activities were originally aligned) appear in black; the current (2009) version appears in blue¹.

Chapter 1: The Nature of Science

Section A: The Scientific world View Grades K-2, page 6

When a science investigation is done the way it was done before, we expect to get a very similar result. 1A/P1

When a science investigation is done the way it was done before, we expect to get a very similar result. 1A/P1

Section A: The Scientific World View Grades K-2, page 6

Science investigations generally work the same way in different places. 1A/P2

Science investigation generally work the same way in different places. 1A/P2

Section B: Scientific Inquiry Grades K-2, page 10

People can often learn about things around them by just observing those things carefully, but sometimes they can learn more by doing something to the things and noting what happens. 1B/P1

People can often learn about things around then by just observing those things carefully, but sometimes they can learn more by doing something to the things and noting what happens. 1B/P1

Section B: Scientific Inquiry Grades K-2, page 10

Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things without their help. 1B/P2

Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things unaided. 1B/P2

Section B: Scientific Inquiry Grades K-2, page 10

Describing things as accurately as possible is important in science because it enables people to compare their observations with those of others. 1B/P3

Describing things as accurately as possible is important in science because it enables people to compare their observations with those of others. 1B/P3

¹ Benchmarks for Science Literacy. Project 2061. © 1993, 2009 by American Association for the Advancement of Science; www.project2061.org/publications/bsl/online/index.php?home=true

During the development of *Atlas of Science Literacy, Volume 2*, Project 2061 revised the wording of some benchmarks in order to update the science, improve the logical progression of ideas, and reflect the current research on student learning. New benchmarks were also created as necessary to accommodate related ideas in other learning goals documents such as *Science for All Americans (SFAA)*, the *National Science Education Standards (NSES)*, and the essays or other elements in *Benchmarks for Science Literacy (BSL)*. We are providing access to both the current and the 1993 versions of the benchmarks as a service to our end-users.

The text of each learning goal is followed by its code, consisting of the chapter, section, grade range, and the number of the goal. Lowercase letters at the end of the code indicate which part of the 1993 version it comes from (e.g., “a” indicates the first sentence in the 1993 version, “b” indicates the second sentence, and so on). A single asterisk at the end of the code means that the learning goal has been edited from the original, whereas two asterisks mean that the idea is a new learning goal.

Chapter 1: The Nature of Science, continued**Section B: Scientific Inquiry Grades K–2, page 10**

When people give different descriptions of the same thing, it is usually a good idea to make some fresh observations instead of just arguing about who is right. 1B/P4

When people give different descriptions of the same thing, it is usually a good idea to make some fresh observations instead of just arguing about who is right. 1B/P4

Section B: Scientific Inquiry Grades 3–5, page 11

Scientists' explanations about what happened in the world come partly from what they observe, partly from what they think. Sometimes scientists have different explanations for the same set of observations. That usually leads to their making more observations to resolve the differences. 1B/E3

Scientists' explanations about what happens in the world come partly from what they observe, partly from what they think. 1B/E3a

Sometimes scientists have different explanations for the same set of observations. That usually leads to their making more observations to resolve the differences. 1B/E3bc

Section C: The Scientific Enterprise Grades K–2, page 15

Everybody can do science and invent things and ideas. 1C/P1

Everybody can do science and invent things and ideas. 1C/P1

Section C: The Scientific Enterprise Grades K–2, page 15

In doing science, it is often helpful to work with a team and to share findings with others. All team members should reach their own individual conclusions, however, about what the findings mean. 1C/P2

In doing science, it is often helpful to work with a team and to share findings with others. All team members should reach their own individual conclusions, however, about what the findings mean. 1C/P2

Section C: The Scientific Enterprise Grades K–2, page 15

A lot can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them in the classroom. 1C/P3

A lot can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them in the classroom. 1C/P3

Section C: The Scientific Enterprise Grades 3–5, page 16

Science is an adventure that people everywhere can take part in, as they have for many centuries. 1C/E1

Science is an adventure that people everywhere can take part in, as they have for many centuries. 1C/E1

Section C: The Scientific Enterprise Grades 3–5, page 16

Clear communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world. 1C/E2

Clear communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world. 1C/E2

Section C: The Scientific Enterprise Grades 3–5, page 16

Doing science involves many different kinds of work and engages men and women of all ages and backgrounds. 1C/E3

Doing science involves many different kinds of work and engages men and women of all ages and backgrounds. 1C/E3

Chapter 2: The Nature of Mathematics

Section C: Mathematical Inquiry Grades K–2, page 36

Numbers and shapes can be used to tell about things. 2C/P1

Numbers and shapes can be used to tell about things. 2C/P1

Section C: Mathematical Inquiry Grades 3–5, page 36

Numbers and shapes – and operations on them– help to describe and predict things about the world around us. 2C/E1

*Quantities and shapes can be used to describe objects and events in the world around us. 2C/E1**

Chapter 3: The Nature of Technology

Section A: Technology and Science Grades K–2, page 44

Tools are used to do things better or more easily and to do some things that could not otherwise be done at all. In technology, tools are used to observe, measure, and make things. 3A/P1

Tools are used to do things better or more easily and to do some things that could not be otherwise be done at all. In technology, tools are used to observe, measure, and make things. 3A/P1

Section A: Technology and Science Grades K–2, page 44

When trying to build something or to get something to work better, it usually helps to follow directions if there are any or to ask someone who has done it before for suggestions. 3A/P2

When trying to build something or to get something to work better, it usually helps to follow directions if there are any or to ask someone who has done it before for suggestions. 3A/P2

Section B: Design and Systems Grades K–2, page 49

People may not be able to actually make or do everything that they can design. 3B/P1

People may not be able to actually make or do everything that they can design. 3B/P1

Section C: Issues in Technology Grades K–2, page 54

People, alone or in groups, are always inventing new ways to solve problems and get work done. The tools and ways of doing things that people have invented affect all aspects of life. 3C/P1

People, alone or in groups, are always inventing new ways to solve problems and get work done. The tools and ways of doing things that people have invented affect all aspects of life. 3C/P1

Chapter 4: The Physical Setting

Section B: The Earth Grades K–2, page 67

Some events in nature have a repeating pattern. The weather changes from day to day, but things such as temperature and rain (or snow) tend to be high, low, or medium in the same months every year. 4B/P1

*The temperature and amount of rain (or snow) tend to be high, low, or medium in the same months every year. 4B/P1**

Section B: The Earth Grades K–2, page 67

Water can be a liquid or a solid and can go back and forth from one form to the other. If water is turned into ice and then the ice is allowed to melt, the amount of water is the same as it was before the freezing. 4B/P2

Water can be a liquid or a solid and can go back and forth from one form to the other. If water is turned into ice and then the ice is allowed to melt, the amount of water is the same as it was before the freezing. 4B/P2

Chapter 4: The Physical Setting, continued**Section B: The Earth Grades K–2, page 67**

Water left in an open container disappears, but water in a closed container does not disappear. 4B/P3

Water left in an open container disappears, but water in a closed container does not disappear. 4B/P3

Section B: The Earth Grades 3–5, page 67

Air is a substance that surrounds us, takes up space, and whose movement we feel as wind. 4B/E4

*Air is a material that surrounds us and takes up space and whose movement we feel as wind. 4B/E4**

Section B: The Earth Grades 3–5, page 68

When liquid water disappears, it turns into a gas (vapor) in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water. Clouds and fog are made of tiny droplets of water. 4B/E3

*When liquid water disappears, it turns into a gas (vapor) in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water. Clouds and fog are made of tiny droplets or frozen crystals of water. 4B/P3**

Section D: Structure of Matter Grades K–2, page 76

Objects can be described in terms of the materials they are made of (clay, cloth, paper, etc.) and their physical properties (color, size, shape, weight, texture, flexibility, etc.) 4D/P1

*Objects can be described in terms of their properties. Some properties, such as hardness and flexibility, depend upon what material the object is made of, and some properties, such as size and shape, do not. 4D/P1**

Section D: Structure of Matter Grades K–2, page 76

Things can be done to materials to change some of their properties, but not all materials respond the same way to what is done to them. 4D/P2

Things can be done to materials to change some of their properties, but not all materials respond the same way to what is done to them. 4D/P2

Section D: Structure of Matter Grades 3–5, page 77

Materials may be composed of parts that are too small to be seen without magnification. 4D/E3

Materials may be composed of parts that are too small to be seen without magnification. 4D/E3

Section E: Energy Transformation Grades K–2, page 83

The sun warms the land, air, and water. 4E/P1

The sun warms the land, air, and water. 4E/P1

Section E: Energy Transformation Grades 3–5, page 84

When warmer things are put into cooler ones, the warm ones lose heat and the cool ones gain it until they are all at the same temperature. A warmer object can warm a cooler one by contact or at a distance. 4E/E2

*When warmer things are put with cooler ones, the warmer things get colder and the cooler things get warmer until they are the same temperature. 4E/E2a**

*When warmer things are put with cooler ones, heat is transferred from the warmer ones to the cooler ones. 4E/E2b**

*A warmer object can warm a cooler one by contact or at a distance. 4E/E2c**

Chapter 4: The Physical Setting, continued

Section E: Energy Transformation Grades 3–5, page 84

Some materials conduct heat much better than others. Poor conductors can reduce heat loss. 4E/E3

All materials have certain physical properties, such as strength, hardness, flexibility, durability, resistance to water and fire, and ease of conducting heat. 4D/E6 (In new edition located in Chapter 4: The Structure of Matter Grades 3–5, Section D)

Section F: Motion Grades K–2, page 89

Things that make sounds vibrate. 4F/P3

Things that make sound vibrate. 4F/P3

Chapter 5: The Living Environment

Section A: Diversity of Life Grades K–2, page 102

Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. 5A/P1

Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. 5A/P1

Section A: Diversity of Life Grades K–2, page 102

Plants and animals have features that help them live in different environments. 5A/P2

**See 5F/P1 below (New edition located in Chapter 5: The Living Environment Grades K–2, Section F)

Section D: Interdependence of Life Grades 3–5, page 116

For any particular environment, some kinds of plants and animals survive less well, and some cannot survive at all. 5D/E1

For any particular environment, some kinds of plants and animals thrive, some do not live as well, and some do not survive at all. 5D/E1*

Section F: Evolution of Life Grades K–2, page 123

Different plants and animals have external features that help them thrive in different kinds of places. 5F/P1

Different plants and animals have external features that help them thrive in different kinds of places. 5F/P1

Chapter 6: The Human Organism

Section D: Learning Grades K–2, page 140

People use their senses to find out about their surroundings and themselves. Different senses give different information. Sometimes a person can get different information about the same thing by moving closer to it or farther away from it. 6D/P1

People use their senses to find out about their surroundings and themselves. Different senses give different information. 6D/P1*

Section D: Learning Grades K–2, page 140

People can learn from each other by telling and listening, showing and watching, and imitating what others do. 6D/P3

People can learn from each other by telling and listening, showing and watching, and imitating what others do. 6D/P3

Chapter 6: The Human Organism, continued

Section D: Learning Grades 3–5, page 141

Learning means using what one already knows to make sense out of new experiences or information, not just storing the new information in one's head. 6D/E5

Learning means using what one already knows to make sense out of new experiences or information, not just storing the new information in one's head. 6D/E5

Chapter 8: The Designed World

Sections B: Materials and Manufacturing Grades 3–5, page 188

Naturally occurring materials such as wood, clay, cotton, and animal skins may be processed or combined with other materials to change their properties. 8B/E1

*Naturally occurring materials such as wood, clay, and animal skins may be processed to changes their properties. 8B/E1**

Sections B: Materials and Manufacturing Grades 3–5, page 188

Through science and technology, a wide variety of materials that do not appear in nature at all have become available, ranging from steel to nylon to liquid crystals. 8B/E2

*Humans have produced a wide variety of materials, such as steel, plastic, and nylon, that so not appear in nature. 8B/E2**

Section C: Energy Sources and Use Grades 3–5, page 193

The sun is the main source of energy for people and they use it in various ways... 8C/E2

*Sunlight is used to run many devices. 8C/E2**

Section C: Energy Sources and Use Grades 3–5, page 193

People try to conserve energy in order to slow down the depletion of energy resources and/or to save money. 8C/E4

*Some people try to reduce the amount of fuels they use in order to conserve resources, reduce pollution, or save money. 8C/E4**

Chapter 9: The Mathematical World

Section A: Numbers Grades K–2, page 211

Numbers can be used to count things, place them in order, or name them. 9A/P1

*Numbers can be used to count things, place them in order, measure them, or name them. 9A/P1**

Section A: Numbers Grades K–2, page 211

Simple graphs can help to tell about observations. 9A/P4

Simple graphs can help to tell about observations. 9A/P4

Section B: Symbolic Relationships Grades K–2, page 217

Similar patterns may show up in many places in nature and in the things people make. 9B/P1

Similar patterns may show up in many places in nature and in the things people make. 9B/P1

Section B: Symbolic Relationships Grades 3–5, page 218

Tables and graphs can show how values of one quantity are related to values of another. 9B/E2

Tables and graphs can show how values of one quantity are related to values of another. 9B/E2

Chapter 9: The Mathematical World, continued**Section D: Uncertainty Grades K–2, page 227**

Some things are more likely to happen than others. Some events can be predicted well and some cannot. Sometimes people aren't sure what will happen because they don't know everything that might be having an effect. 9D/P1

Some things are more likely to happen than others. 9D/P1a

Some events can be predicted well and some cannot. 9D/P1b

Sometimes people aren't sure what will happen because they don't know everything that might be having an effect. 9D/P1c

Section D: Uncertainty Grades K–2, page 227

Often a person can find out about a group of things by studying just a few of them. 9D/P2

Often a person can find out about a group of things by studying just a few of them. 9D/P2

Section D: Uncertainty Grades 3–5, page 227

Some predictions can be based on what is known about the past, assuming that conditions are pretty much the same now. 9D/E1

Some predictions can be based on what is known about the past, assuming that conditions are pretty much the same now. 9D/E1

Section E: Reasoning Grades K–2, page 232

People are more likely to believe your ideas if you can give good reasons for them. 9E/P1

People are more likely to believe your ideas if you can give reasons for them. 9E/P1

Section E: Reasoning Grades 3–5, page 232

One way to make sense of something is to think how it is like something more familiar. 9E/E1

*One way to think about something is to compare it to something more familiar. 9E/E1**

Chapter 11: Common Themes**Section A: Systems Grades K–2, page 264**

Most things are made of parts. 11A/P1

Most things are made of parts. 11A/P1

Section B: Models Grades K–2, page 268

A model of something is different from the real thing but can be used to learn something about the real thing. 11B/P2

A model of something is different from the real thing but can be used to learn something about the real thing. 11B/P2

Section B: Models Grades K–2, page 268

One way to describe something is to say how it is like something else. 11B/P3

*One way to describe something is to say how it is and isn't like something else. 11B/P3**

Section C: Constancy and Change Grades K–2, page 272

Things can change in different ways, such as in size, weight, color, and movement. Some small changes can be detected by taking measurements. 11C/P3

*An object can change in various ways, such as in size, weight, color, or temperature. 11C/P3a**

*Small changes can sometimes be detected by comparing counts or measurements at different times. 11C/P3b**

Chapter 12: Habits of Mind

Students should be able to...

Section A: Values and Attitudes Grades K–2, page 285

...raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. 12A/P1

...raise questions about the world and be willing to seek answers to these questions by making careful observations and trying things out. 12A/P1*

Section A: Values and Attitudes Grades 3–5, page 286

...keep records of their investigations and observations and not change the records later. 12A/E1

...keep clear and accurate records of investigation and observations. 12A/E1*

Section A: Values and Attitudes Grades 3–5, page 286

...offer reasons for their findings and consider reasons suggested by others. 12A/E2

...offer reasons for claims and consider reasons suggested by others. 12A/E2*

Section B: Computation and Estimation Grades K–2, page 290

...use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences. 12B/P1

...use whole numbers in ordering, counting, identifying, measuring, and describing objects and events. 12B/P2*

Section C: Manipulation and Observation Grades K–2, page 293

...make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task. 12C/P3

...make something out of paper, cardboard, cloth, wood, plastic, metal, or existing objects that can actually be used to perform a task. 12C/P3*

Section C: Manipulation and Observation Grades 3–5, page 293

...measure and mix dry and liquid materials (in the kitchen, garage, or laboratory) in prescribed amounts, exercising reasonable safety. 12C/E2

...measure out a prescribed amount of a liquid or dry powder using a measuring cup, measuring spoon, or scale. 12C/E2*

Section C: Manipulation and Observation Grades 3–5, page 293

...keep a notebook that describes observations made, carefully distinguishes actual observations from ideas and speculations about what was observed, and is understandable weeks or months later. 12C/E3

...keep written or electronic records of information so that the records are understandable week or months later. 12C/E3*

Section D: Communication Skills Grades K–2, page 296

...describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 12D/P1

...describe and compare real-world objects in terms of number, shape, texture, size, weight, color, and motion. 12D/P1*

Section D: Communication Skills Grades K–2, page 296

...draw a picture that correctly portrays at least some features of the thing being described. 12D/P2

...draw pictures that portray some features of the thing being described. 12D/P2*

Chapter 12: Habits of the Mind, continued

Section D: Communication Skills Grades 3–5, page 296

...write instructions that others can follow in carrying out a procedure.

...write a clear and accurate description of a real-world object or event. 12D/E7**

Section D: Communication Skills Grades 3–5, page 296

...make sketches to aid in explaining procedures or ideas. 12D/E2

...make sketches or diagrams to aid in the explaining procedures or ideas. 12D/E2*

Section D: Communication Skills Grades 3–5, page 296

...use numerical data in describing and comparing objects and events. 12D/E3

...use numerical data in describing and comparing objects and events. 12D/E3

Section E: Critical-Response Skills Grades K–2, page 298

...ask “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question. 12E/P1

...ask “How do you know?” in appropriate situations and attempt reasonable answers when others ask the same question. 12E/P1*

Section E: Critical-Response Skills Grades 3–5, page 299

...recognize when comparisons might not be fair because some conditions are not kept the same. 12E/E2

...recognize when comparisons might not be fair because some conditions are not kept the same. 12E/E2

Section E: Critical-Response Skills Grades 3–5, page 299

...seek better reasons for believing something than “Everybody knows that...” or “I just know” and discount such reasons when given by others. 12E/E3

...seek reasons for believing something rather than just claiming “Everybody knows that ...” or “I just know” and discount such claims when made by others. 12E/E3*

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Resources



List of Resources for Science Teachers updated 2/2012

AIMS Programs and Products

AIMS Education Foundation
P.O. Box 8120
Fresno, CA 93747-8120
phone: 888-733-2467
email: aimsed@aimsedu.org
Internet: www.aimsedu.org

American Science & Surplus

P.O. Box 1030
Skokie, IL 60076
phone: 888-724-7587
email: service@sciplus.com
Internet: www.sciplus.com

Biophilia

Biophilia, Randy Korb
W6803 Manitowoc Road
Menasha, WI 54952
phone: 920-734-6595

Connect

Synergy Learning International, Inc.
Teacher's Laboratory Resources

Synergy Learning International, Inc.
P.O. Box 60
Brattleboro, VT 05302-6480
phone: 800-769-6199; 802-257-2629
Internet: www.synergylearning.org

ETA Cuisenaire

Educational Manipulatives &
Supplemental Materials for Pre K-Grade 12

500 Greenview Court
Vernon Hills, IL 60061
phone: 800-445-5985 (customer service)
Internet: www.etaquisenaire.com

Dawn Publications

12402 Bitney Springs Road
Nevada City, CA 95959
phone: 800-545-7475; 530-274-7775
Internet: www.dawnpub.com

Delta Education, Catalog

80 Northwest Boulevard
Nashua, NH 03061-3000
phone: 800-258-1302
Internet: www.deltaeducation.com

List of Resources, continued

Don't Let a Good Thing Go To Waste
(an educational program)

Plastic Bag Association
Plastic Bag Information Clearinghouse
1817 E. Carson Street
Pittsburgh, PA 15203
phone: 800-438-5856
email: pbainfo@aol.com
Internet: www.plasticbag.com

[This program does not appear to be offered in 2010; however it is cited in the 1998 publication, *Energy Education Resources: Kindergarten Through 12th Grade* by Paula Altman, which may be available used on the Internet. Other programs and materials are available from the association.]

Duncraft

102 Fisherville Road
Concord, NH 03303
phone: 888-879-5095
Internet: www.duncraft.com

Eco-Fun program

COSI, Center of Science & Industry in Columbus
Ohio Statewide Science Workshop
333 W. Broad Street
Columbus, OH 43215
phone: 888-819-2674; 614-228-COSI (2674)
Internet: www.cosi.org

[While this program no longer exists, a great many other related programs and exhibits do.]

Edmund Scientific

Edmund Scientific's SCIENTIFICS
60 Pearce Avenue
Tonawanda, NY 14150
phone: 800-728-6999; 800-818-4955 (orders)
email: scientific@edsci.com
www.scientificsonline.com

Educational Innovations

5 Francis J. Clarke Circle
Bethel, CT 06801
phone: 888-912-7474; 203-229-0730
Internet: www.teachersource.com

Flinn Scientific, Inc., catalog

P.O. Box 219
Batavia, IL 60510
phone: 800-452-1261
email: flinn@flinnsci.com
Internet: www.flinnsci.com

GEMS Network News, Publications List

University of California, Berkeley
GEMS, Great Explorations in Math and Science
Lawrence Hall of Science #5200
Berkeley, CA 94720-5200
phone: 510-642-7771
email: gems@berkeley.edu
Internet: lhsgems.org

List of Resources, continued

- ICE, Institute for Chemical Education, Publications University of Wisconsin–Madison
Department of Chemistry
1101 University Avenue
Madison, WI 53706
phone: 888-220-9822; 608-262-3033
fax; 608-265-8094
email; ice@chem.wisc.edu
Internet: ice.chem.wisc.edu
- LSS, Lab Safety Supply, Inc. P.O. Box 1368
Janesville, WI 53547-1368
phone: 800-356-0783
email: custsvc@labsafety.com
Internet: www.labsafety.com
- Micromole Scientific Attn. John Mauch
1312 N. 15th
Pasco, WA 99301
phone: 509-545-4904
- Chemunity News*
materials, publications, programs
for educators, students, outreach American Chemical Society (ACS)
Education Division
1155 Sixteenth Street, NW
Washington, DC 20036
phone: 800-227-5558 (order materials); 202-8722-4600
Internet: www.acs.org/education
- Ranger Rick
NatureScope National Wildlife Federation
11100 Wildlife Center Drive
Reston, Va 20190
phone: 888-213-5637 (subscriptions)
Internet: www.nwf.org/kids.aspx
- Science and Children*
NSTA membership, publications list National Science Teachers Association (NSTA)
1840 Wilson Boulevard
Arlington, VA 22201
phone: 800-277-5300
email: s&c@nsta.org
Internet: <http://www.nsta.org/elementaryschool/?lid=pub>
- Smithsonian Resource Guide for Teachers Smithsonian Center for Education and Museum Studies
Capital Gallery
600 Maryland Avenue, Suite 1005
Washington, DC 20024
phone: 202-633-5330
email: learning@si.edu
Internet: www.smithsonianeducation.org
- [The Smithsonian now (2010) has an assortment of specific guides but not the general one referred to. Consult the Smithsonian Internet site; www.smithsonianeducation.org is the gateway to these resources.]

List of Resources, continued

Super Science Red (Grades K–3; ages 5–8)
Super Science Blue (Grades 4–6; ages 9–12)
and other materials

Scholastic, Inc.
557 Broadway
New York, New York 10012
phone: 800-724-6527
Internet: www.scholastic.com

Wonder Science

American Chemical Society (ACS)
Education Division
1155 Sixteenth Street, NW
Washington, DC 20036
phone: 800-227-5558 (order materials); 202-8722-4600
Internet: www.acs.org/education

[ACS no longer publishes issues of *Wonder Science*. They have published, however, *The Best of Wonder Science*, Volume 1 and Volume 2; available from the ACS Internet site or from booksellers on the Internet.]

Wool Information

American Wool Council
American Sheep Industry Association
9785 Maroon Circle, Suite 360
Englewood, CO 80112-1414
phone: 303-771-3500 (ext. 32 for orders)
email: info@sheepusa.org
Internet: www.sheepusa.org/For_Kids



Suppliers

List of Suppliers for Materials Recommended updated 2/2012



American Science & Surplus
P.O. Box 1030
Skokie, IL 60076
phone: 888-724-7587
email: service@sciplus.com
Internet: www.sciplus.com

Biophilia, Randy Korb
W6803 Manitowoc Road
Menasha, WI 54952
phone: 920-734-6595

Clifford W. Estes Co., Inc.
40 Vreeland Avenue
Totowa, NJ 07512
phone: 800-248-2271
email: tomc@estesco.com (customer service)
Internet: www.estesco.com

Delta Education, Catalog
80 Northwest Boulevard
Nashua, NH 03061-3000
phone: 800-258-1302
Internet: www.deltaeducation.com

Edmund Scientific's SCIENTIFICS
60 Pearce Avenue
Tonawanda, NY 14150
phone: 800-728-6999; 800-818-4955 (orders)
email: scientifics@edsci.com
www.scientificsonline.com

Educational Innovations
5 Francis J. Clarke Circle
Bethel, CT 06801
phone: 888-912-7474; 203-229-0730
Internet: www.teachersource.com

Flinn Scientific, Inc.
P.O. Box 219
Batavia, IL 60510
phone: 800-452-1261
email: flinn@flinnsci.com
Internet: www.flinnsci.com

Jamie Lazenby (cotton farmer)
The LA-Z-BEE
4184 Lee Road 146
Auburn, AL 36830-8415
phone: 334-749-5346

Micromole Scientific
Attn. John Mauch
1312 N. 15th
Pasco, WA 99301
phone: 509-545-4904

Kathy and Robert Miller (owners of a cotton gin)
2222 Lee Road
Auburn, AL 36830
Contact between September and November

Museum Products Co.
84 Route 27
Mystic, CT 06355-1226
phone: 800-395-5400; 860-536-6433
www.tracksandscat.com

National Science Teachers Association (NSTA)
1840 Wilson Boulevard
Arlington, VA 22201
phone: 800-277-5300
Internet: www.nsta.org/

Oriental Trading Co.
P.O. Box 2308
Omaha, NE 68103-2308
phone: 800-348-6483
Internet: www.orientaltrading.com

Rainbow Symphony, Inc. (3D glasses)
6860 Canby Avenue, Suite 120
Reseda, CA 91335
phone: 800-821-5122; 818-708-8400
email: rainbowsymphony@rainbowsymphony.com
Internet: www.rainbowsymphony.com

WREN Enterprises
3145 West Monmouth Avenue
Englewood, CO 80110
phone: 303-798-2778