Reference Materials

Making Connections

Benchmarks

Bibliography

Resources

Suppliers

Making Connections

Contents: By Title, Alphabetically

Contents: By Science Keyword or Concept

Contents: By Science Keyword or Concept, continued

Contents: By Science Keyword or Concept, continued

Contents: By Science Keyword or Concept, continued

Contents: By Science Keyword or Concept, continued

Contents: By Science Keyword or Concept, continued

Contents: By Science Keyword or Concept, continued

Contents: By Science Keyword or Concept, continued

Contents: By Science Keyword or Concept, continued

Contents: By Connection

Art Connections

Contents: By Connection, continued

Literature Connections—Children's Fiction Books

Contents: By Connection, continued

Literature Connections—Children's Fiction Books

Contents: By Connection, continued

Literature Connections—Children's Fiction Books

Literature Connections—Children's Nonfiction Books

Contents: By Connection, continued

Literature Connections—Children's Nonfiction Books

Contents: By Connection, continued

Literature Connections—Children's Nonfiction Books

Contents: By Connection, continued

Math Connections

Music Connections

Other Connections (non-science)

Contents: By Connection, continued

Other Connections (non-science)

Parent/Home Connections

Writing Connections

Contents: By Connection, continued

Writing Connections

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 blue[1].

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 so 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 on 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 so, 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 so, 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 thieve 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, careful 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.etacuisenaire.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: 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., 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