



**Curriculum Map  
Grade 3 Science  
Saugus Public Schools  
Saugus, MA 01906**

\*Monthly Module assuming 2 week science coverage and 2 week social studies coverage

## September

### *Massachusetts Performance Standards*

**Life Science 1: Classify** plants and animals according to the physical characteristics that they share.

**Life Science 2: Identify** the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.

**Life Science 5: Differentiate** between observed characteristics of plants and animals that are fully inherited (e.g., color of flower, shape of leaves, color of eyes, number of appendages) and characteristics that are affected by the climate or environment (e.g., browning of leaves due to too much sun, language spoken).

**Life Science 6: Give** examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.

**Life Science 7: Give** examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

**Technology Engineering 2.1: Identify** a problem that reflects the need for shelter, storage, or convenience.

**Technology Engineering 2.2: Describe** different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists.

**Technology Engineering 2.3: Identify** relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.

**Technology Engineering 2.4: Compare** natural systems with mechanical systems that are designed to serve similar purposes, e.g., a bird's wings as compared to an airplane's wings.

### UNIT A : Looking At Plants and Animals

Plants  
How Living Things Are Alike  
The Needs Of Plants  
Chapter One\_Lesson 1 pages A4-A9 & A13  
Chapter One Lesson 2 pages A14-A17

#### Objectives (Students will...)

- **Explore** how seeds, which are living, and gravel, which is not living, compare when placed in water.
- **Compare** the Characteristics of living things and nonliving things.
- **Explore** how water and light are necessary to plants.
- **Explain** the jobs of a plant's parts.
- **Explain** the food-making process in chloroplasts.
- **Discuss** how plants respond to the environment.

#### Essential Question

What are the features of living things?  
What do plants need to live?

#### Teacher Resources

- MacMillan McGraw-Hill Science Grade 3 (2005)
- Activity Resources pages 1-12
- Reading in Science Resource pages 5-16
- Vocabulary Cards

#### Media and Technology Resources

- Reading Aid Transparency A1,A2
- Visual Aid Transparency 1,2
- Explore Activity Video

#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Voc. Quiz** Reading in Science Resource Book pages 9-10  
Grade-Level Science Book, Save our Park Trees

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## October

### *Performance Standards*

**Life Science 2: Identify** the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.

**Life Science 3: Recognize** that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.

**Life Science 4: Describe** the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.

**Life Science 5: Differentiate** between observed characteristics of plants and animals that are fully inherited (e.g., color of flower, shape of leaves, color of eyes, number of appendages) and characteristics that are affected by the climate or environment (e.g., browning of leaves due to too much sun, language spoken).

**Life Science 7: Give** examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

**Technology Engineering 2.1: Identify** a problem that reflects the need for shelter, storage, or convenience.

**Technology Engineering 2.2: Describe** different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists.

**Technology Engineering 2.3: Identify** relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.

**Technology Engineering 2.4: Compare** natural systems with mechanical systems that are designed to serve similar purposes, e.g., a bird's wings as compared to an airplane's wings.

### UNIT A : Looking at Plants and Animals

Plants  
 The Needs Of Plants  
 The Life Cycle of A Plant  
 Chapter One Lesson 2 pages A18-A23 (Continued)  
 Chapter One Lesson 3 pages A24-A31

#### (Objectives Students Will...)

- Explore how water and light are necessary to plants.
- Explain the jobs of a plant's parts.
- Explain the food-making process in chloroplasts.
- Discuss how plants respond to the environment.
- Explore how seeds can grow into new plants.
- Describe how germination takes place.
- Compare flowering plants and conifers.
- Identify ways that plants can reproduce.

#### Essential Question

What are the jobs of a plant's part?  
 What is the life cycle of a plant?

#### Teacher Resources

- MacMillan McGraw- Hill Science Grade 3 (2005)
- Activity Resources. pages 8-17
- Reading in Science Resources, pages 11-22
- Vocabulary cards
- School to Home Activities, pages 2-4

#### Media Resources

- Reading Aid Transparency A2,A3
- Visual Aid Transparencies 3,4
- Explore Activity Video

#### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts.  
**Quiz:** Assessments given as warranted by the curriculum.

**Lesson Voc. Quiz** Reading in Science Resource Book p.15-16, 21-22  
**Chapter Test** Assessment Book pages 1-4  
**Chapter Vocabulary Test** Reading In Science Resource Book pages 23-24  
**Grade Level Science Book, Save Our Park Trees**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## November

### *Massachusetts Performance Standards*

**Life Science 3: Recognize** that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.

**Life Science 4: Describe** the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.

**Technology Engineering 2.1: Identify** a problem that reflects the need for shelter, storage, or convenience.

**Technology Engineering 2.2: Describe** different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists.

**Technology Engineering 2.3: Identify** relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.

**Technology Engineering 2.4: Compare** natural systems with mechanical systems that are designed to serve similar purposes, e.g., a bird's wings as compared to an airplane's wings.

### UNIT A : Looking at Plants and Animals

Animals

The Needs of Animals

How Animals Grow

Chapter Two Lesson 4 pages A36-A47

Chapter Two Lesson 5 pages A50- A59

#### Objectives (Students will...)

- **Explore** the needs of an animal.
- **Explain** why animals need food, water, air, and shelter.
- **Give** examples of how animals meet their inner needs.
- **Discuss** ways that animals respond to changes in their environment.
- **Explore** how an animal changes as it grows.
- **Identify** stages of an animal's life cycle.
- **Define** metamorphosis and list animals that undergo it as part of their life cycles.
- **Contrast** inherited traits with learned traits.

#### Essential Question

What do animals need to live and grow?  
What are the stages of an animal's life cycle?

#### Teacher Resources

- MacMillan McGraw-Hill Science Grade 3 (2005)
- Explore Activity p. A40
- Explore Activity p.A51
- Activity Resources ,pages 18-26
- Reading in Science Resources, pages 29-40
- Vocabulary Cards

#### Media and Technology Resources

- Reading Aid Transparency A4, A5
- Visual Aid Transparency 5
- Explore Activity Video
- Science Newsroom CD-ROM Heads and Tails
- Sunburst Visual Media

#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Grade Level Science Book, Sharks**

**Vocabulary Quizzes Reading in Science Resources pages 33-34, 39-40**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## December

### *Massachusetts Performance Standards*

**Life Science 1:** Classify plants and animals according to the physical characteristics that they share.

**Life Science 6:** Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.

**Life Science 7:** Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

**Technology Engineering 2.1:** Identify a problem that reflects the need for shelter, storage, or convenience.

**Technology Engineering 2.2:** Describe different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists.

**Technology Engineering 2.3:** Identify relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.

**Technology Engineering 2.4:** Compare natural systems with mechanical systems that are designed to serve similar purposes, e.g., a bird's wings as compared to an airplane's wings.

### **UNIT A : Looking at Plants and Animals**

Animals  
Parts of Animals  
Kinds of Animals  
Chapter Two Lesson 6 pages A60-A6  
Chapter Two Lesson 7 pages A68-A77

#### **Objectives (Students will...)**

1. Explore the parts of an insect.
2. Identify parts that animals use to carry out their life activities.
3. Explore ways to classify animals.
4. Contrast vertebrates and invertebrates.
5. Distinguish between fish, amphibians, reptiles, birds, and mammals.

#### **Essential Question**

What are the parts of an insect?  
How are animals classified?

#### **Teacher Resources**

- MacMillan McGraw-Hill Science Grade 3 (2005)
- Activity Resources. Pages 27-35
- Reading in Science, pages 41-52
- Vocabulary Cards
- School to Home Activities, pages 5-6

#### **Media Resources**

- Reading Aid Transparency A6- A7
- Visual Aid Transparency 6
- Explore Activity Video
- Science Newsroom CD- ROM Hide and Seek
- Sunburst Visual Media

#### **Evaluation/Activities**

**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts.  
**Quiz:** Assessments given as warranted by the curriculum.  
Vocabulary Quizzes Reading in Science Resources 45-46, 51-52

#### **Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## January

### *Massachusetts Performance Standards*

**Life Science 1:** Classify plants and animals according to the physical characteristics that they share.

**Life Science 10:** Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.

**Technology Engineering 2.1:** Identify a problem that reflects the need for shelter, storage, or convenience.

**Technology Engineering 2.2:** Describe different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists.

**Technology Engineering 2.3:** Identify relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.

**Technology Engineering 2.4:** Compare natural systems with mechanical systems that are designed to serve similar purposes, e.g., a bird's wings as compared to an airplane's wings.

### **UNIT A: Looking at Plants and Animals** **UNIT B: Where Plants and Animals Live**

Animals  
Kinds of Animals  
Relationships Among Living Things  
Ecosystem  
Chapter Two Lesson 7 pages A68-A77  
Chapter Three Lesson 1 pages B2-B11

#### **Objectives (Students will...)**

- **Explore** ways to classify animals.
- **Contrast** vertebrates and invertebrates.
- **Distinguish** between fish, amphibians, reptiles, birds, and mammals.
- **Explore** why living things live where they do.
- **Identify** what makes up an ecosystem.
- **Describe** how living things meet their needs in habitats.
- **Identify** habitats in an ecosystem.

#### **Essential Question**

How are animals classified?  
How do living things meet their needs in habitats?

#### **Teacher Resources**

- MacMillan McGraw-Hill Science Grade 3 (2005)
- Activity Resources, pages 32-40
- Reading in Science Resources, pages 47-52 ; 61-66
- Vocabulary cards
- School to Home, pages 6 & 8

#### **Media and Technology Resources**

- Reading Aid Transparency A7 & B1
- Visual Aid Transparency 7
- Explore Activity Video
- Sunburst Visual Media

#### **Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Chapter Two Test Assessment Book, pages 5-8**

**Chapter Two Vocabulary Test Reading in Science Resources, pages 53-54**

**Chapter 3 Lesson 1 Vocabulary Quiz reading in Science Resources, pages 65-66**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## February

### *Performance Standards*

**Life Science 6: Give** examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.

**Life Science 7: Give** examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

**Life Science 8: Describe** how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. Recognize that some animal behaviors are instinctive (e.g., turtles burying their eggs), and others are learned (e.g., humans building fires for warmth, chimpanzees learning how to use tools).

**Life Science 9: Recognize** plant behaviors, such as the way seedlings' stems grow toward light and their roots grow downward in response to gravity. Recognize that many plants and animals can survive harsh environments because of seasonal behaviors, e.g., in winter, some trees shed leaves, some animals hibernate, and other animals migrate.

**Life Science 10: Give** examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.

**Technology Engineering 2.1: Identify** a problem that reflects the need for shelter, storage, or convenience.

**Technology Engineering 2.2: Describe** different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists.

**Technology Engineering 2.3: Identify** relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.

**Technology Engineering 2.4: Compare** natural systems with mechanical systems that are designed to serve similar purposes, e.g., a bird's wings as compared to an airplane's wings.

### **UNIT B : Where Plants and Animals Live**

Ecosystem in Balance  
Adaptations for Survival  
Chapter Four Lesson 5 pages B48-B57

#### **Objectives**

- **Explore** how birds' beaks are adapting to eating different kinds of foods.
- **Define** adaptations.
- **Describe** adaptations that protect organisms in different ecosystems.

#### **Essential Question**

How do animals in different environments adapt in order to survive?

#### **Teacher Resources**

- MacMillan McGraw-Hill Science Grade 3 (2005)
- Activity Resources, pages 56-60
- Reading in Science Resources, PAGES93-98
- Vocabulary Cards

#### **Media Resources**

- Reading Aid Transparency B5
- Visual Aid Transparency 13
- Explore Activity Video

#### **Evaluation/Activities**

**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts.  
**Quiz:** Assessments given as warranted by the curriculum.

**Vocabulary Quiz** Reading in Science Resources, pages 97-98

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## March

### *Massachusetts Performance Standards*

**Life Science 7:** Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

**Life Science 10:** Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.

**Technology Engineering 2.1:** Identify a problem that reflects the need for shelter, storage, or convenience.

**Technology Engineering 2.2:** Describe different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists.

**Technology Engineering 2.3:** Identify relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.

**Technology Engineering 2.4:** Compare natural systems with mechanical systems that are designed to serve similar purposes, e.g., a bird's wings as compared to an airplane's wings.

### UNIT B: Where Plants and Animals Live

Ecosystem in Balance  
Changing Ecosystems  
Chapter Four Lesson 6 pages B58-B67

#### Objectives (Students will...)

- **Explore** what happens when an ecosystem changes.
- **Describe** how ecosystems change.
- **Distinguish** between extinct and endangered populations.

#### Essential Question

What happens when ecosystems change?  
How do ecosystems come back?

#### Teacher Resources

- MacMillan McGraw-Hill Science Grade 3 (2005)
- Activity Resources, pages 61-65
- Reading in Science Resources, pages 99-104
- Vocabulary Cards

#### Media and Technology Resources

- Reading Aid Transparency B6
- Visual Aid Transparency 14

#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Grade-Level Science Book, Rescue at First Encounter Beach**

**Quiz Vocabulary Reading in Science Resources, pages 103-104**

**Chapter Four Vocabulary Test Reading in Science Resources, pages 105-106**

**Chapter Four Test Assessment Book, pages 17-20**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## April

### *Massachusetts Performance Standards*

**Technology Engineering 1.2: Identify** and explain the appropriate materials and tools (e.g., hammer, screwdriver, pliers, tape measure, screws, nails, and other mechanical fasteners) to construct a given prototype safely.

**Technology Engineering 1.3: Identify** and explain the difference between simple and complex machines, e.g., hand can opener that includes multiple gears, wheel, wedge, gear, and lever.

### UNIT E: Forces and Motion

Work and Machines  
Doing Work  
Levers and Pulleys  
Chapter 10 Lesson 4 pages E36-E41  
Chapter 10 Lesson 5 pages E42-E49

#### Objectives (Students will...)

- **Explore** how work is defined.
- **Define** energy as the ability to do work.
- **Discuss** how energy can change from one form to another.
- **Explore** ways to design a machine to lift an object.
- **Define** what machines do and identify some simple machines.
- **Discuss** how a lever, wheel and axle, and pulley make work easier.

#### Essential Question

How can you tell whether an action is work?  
What are some examples of levers, wheel and axles, and pulleys?  
How do simple machines make work easier?

#### Teacher Resources

MacMillan McGraw-Hill Science Grade 3 (2005)  
Activity Resources, pages 137-146  
Reading in Science Resources, pages 247-258  
Vocabulary Cards  
School to Home Activities, page 34

#### Media Resources

- Reading Aid Transparency E4 & E5
- Visual Aid Transparency 30
- Explore Activity Video
- [www.edheads.com](http://www.edheads.com)

#### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts.  
**Quiz:** Assessments given as warranted by the curriculum.

**Lesson 4 Voc. Quiz** Reading in Science Resource Book pages 253-254  
**Grade-Level Science Book, Machines That Build**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## May

### Massachusetts Performance Standards

**Technology Engineering 1.2: Identify** and explain the appropriate materials and tools (e.g., hammer, screwdriver, pliers, tape measure, screws, nails, and other mechanical fasteners) to construct a given prototype safely.

**Technology Engineering 1.3: Identify** and explain the difference between simple and complex machines, e.g., hand can opener that includes multiple gears, wheel, wedge, gear, and lever

### UNIT E Forces and Motion

Work and Machines

Lever and Pulleys

More Simple Machines

Chapter 10 Lesson 5 pages E42- E49 ( continued)

Chapter 10 Lesson 6 pages E52- E59

#### Objectives (Students will...)

- **Explore** ways to design a machine to lift an object.
- **Define** what machines do and identify some simple machines.
- **Discuss** how a lever, wheel and axle, and pulley make work easier.
- **Explore** how ramps can make work easier.
- **Discuss** how a ramp, wedge, and screw make work easier.
- **Define** a compound machine and give an example.

#### Essential Question

What are examples of levers, wheel and axles, pulleys, ramps, wedges, and screws?  
How do simple machines make work easier?  
What are compound machines?

#### Teacher Resources

- MacMillan McGraw- Hill Science Grade 3 (2005)
- Activity Resources, pages 142-152
- Reading in Science Resources, pages 253-264
- Vocabulary Cards
- School to Home Activities, page 34

#### Media and Technology Resources

- Reading Aid Transparency E5 & E6
- Visual Aid Transparency 31
- Explore Activity Video
- Science Newsroom CD-ROM Machines in Motion
- Sunburst Visual Media
- www.edheads.com

#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson 5 Vocabulary Quiz** Reading In Science Resources Book pages 259-260

**Grade-Level Science Book, Machines That Build**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## June

### Massachusetts Performance Standards

**Technology Engineering 1.2: Identify** and explain the appropriate materials and tools (e.g., hammer, screwdriver, pliers, tape measure, screws, nails, and other mechanical fasteners) to construct a given prototype safely.

**Technology Engineering 1.3: Identify** and explain the difference between simple and complex machines, e.g., hand can opener that includes multiple gears, wheel, wedge, gear, and lever

### UNIT E Forces and Motion

Work and Machines  
More Simple Machines  
Chapter 10 Lesson 6 pages E52- E59 (continued)

#### Objectives (Students will...)

- **Explore** how ramps can make work easier.
- **Discuss** how a ramp, wedge, and screw make work easier.
- **Define** a compound machine and give an example.

#### Essential Question

What are examples of ramps, wedges, and screws?  
How do simple machines make work easier?  
What are compound machines?

#### Teacher Resources

- MacMillan McGraw-Hill Science Grade 3 (2005)
- Activity Resources, pages 147-152
- Reading in Science Resources, pages 259-264
- Vocabulary Cards
- School to Home Activities, page 34

#### Media and Technology Resources

- Reading Aid Transparency E6
- Visual Aid Transparency 31
- Explore Activity Video
- Science Newsroom CD-ROM Machines in Motion
- Sunburst Visual Media
- www.edheads.com

#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson 6 Vocabulary Quiz** Reading In Science Resources Book pages 265-266

**Chapter 10 Vocabulary Test** Reading in Science Resources pages 267-268

**Chapter 10 Assessment Book**, pages 53-56

**Grade-Level Science Book**, Machines That Build

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**