

*AIMS Activities  
correlated to  
3<sup>rd</sup> Grade  
Next Generation Florida Science Standards*

*“All Sorts of Stuff”, AIMS Under Construction, pg. 5-9.*

*Sort and classify a variety of materials.*

- *SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.*

*“Animal Antics”, AIMS Critters, pg. 8-16.*

*Sort animals into appropriate classifications.*

- *SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.*

*“Animals of a Sort”, AIMS, pg. 1-9.*

*Sort animals using various features or characteristics.*

- *SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.*

*“Apparent Sizes”, AIMS Out of this World, pg. 8-12.*

*Observe how objects seem to change in size with distance.*

- *SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.*
- *SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.*
- *SC.3.E.5.1. Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.*
- *SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth.*

*“A Safe Landing”, AIMS Under Construction, pg. 25-32.*

*Explore the effectiveness of different materials in absorbing the energy of a hard-boiled egg which is dropped from a determined height.*

- *SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic*

*investigations, and generate appropriate explanations based on those explorations.*

- SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.

*“Balance Bazaar”, AIMS Solve It! 3<sup>rd</sup>, pg. 78-83.*

*Devise a plan for ordering objects from lightest to heaviest using only a balance and the objects themselves.*

- SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids.

*“Cactus”, AIMS Budding Botanist, pg. 87-89.*

*Observe the adaptations of a cactus plant.*

- SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

*“Catch A Ray”, AIMS Ray's Reflections, pg. 1-5.*

*Use plane mirrors to catch a beam of light and redirect it.*

- SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.
- SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.

*“Clownin' Around”, AIMS Magazine July/August 1997, pg. 44-47.*

*Look through the water of partially filled containers and observe how the drawing of a clown changes.*

- SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.

*“Cool Colors”, AIMS Magazine October 2001, pg. 36-40.*

*Record, graph, and compare the temperatures of different colored objects that have been heated by the sun.*

- SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
- SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change. SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.
- SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.
- C.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.
- SC.3.P.11.1 Investigate, observe, and explain that things that give off light

often also give off heat.

*“Cups 'n Stuff”, AIMS Hardhatting in a Geo World, pg. 59-63*

*Measure and order the mass of five different materials with equal volume.*

- *SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids.*

*“Defying Gravity”, AIMS Mostly Magnets, pg. 64-66.*

*Use magnets and other materials to build a system that defies gravity.*

- *SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.*

*“Disappearing Act”, AIMS Primarily Earth, pg.102-105.*

*Observe the process of evaporation.*

- *SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.*

*“Heat and Color”, AIMS Primarily Physics, pg. 154-159.*

*Observe that dark colors absorb radiant energy faster than light colors using a thermometer to measure temperature.*

- *SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.*
- *SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.*
- *SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.*
- *SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.*
- *SC.3.P.11.1 Investigate, observe, and explain that things that give off light often also give off heat.*

*“Heat from Friction”, AIMS Primarily Physics, pg. 126-128.*

*Observe that rubbing two surfaces together produces energy.*

- *SC.3.P.11.2 Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.*

*“Hot Pockets”, AIMS Magazine 2005, pg. 2-9.*

*Explore the effects of color on the absorption of heat energy.*

- *SC.3.N.1.1 Raise questions about the natural world, investigate them*

*individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.*

- *SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.*
- *SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.*
- *SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.*
- *SC.3.P.11.1 Investigate, observe, and explain that things that give off light often also give off heat.*

*“It All Depends on Your Point of View”, AIMS Out of this World, pg. 194-203.*

*Discover that the star patterns seen in constellations are the result of the observer's perspective. Construct 3-d models of constellations.*

- *SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.*
- *SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.*
- *SC.3.E.5.1. Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.*
- *SC.3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.*

*“It's in the Bag”, AIMS Primarily Plants, pg.*

*Plant seeds in a plastic bag and measure the growth of roots, stems, and leaves.*

- *SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.*
- *SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.*

*“Just Passing Through”, AIMS Primarily Physics, pg. 92-97.*

*Use a flashlight to discover which materials are transparent, translucent, or opaque.*

- *SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.*
- *SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.*

*“Light Rays Slow Down”, AIMS Primarily Physics, pg. 98-102.*

*Observe properties of light as it travels through different mediums.*

- *SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an*

- object or travels from one medium to another.
- SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.

*“Mammals on My Mind”, AIMS Bats Incredible, pg. 10-17.*

*Explore characteristics of and analyze information about bats to determine their fit into this category.*

- SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

*“Melt an Ice Cube”, AIMS Under Construction”, pg. 148-153.*

*Determine ways to rapidly melt an ice cube, and ways to prevent ice from melting.*

- SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.
- SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

*“The Mini Water Cycle”, AIMS Water Precious Water Book A, pg. 23-24.*

*Make a miniature water cycle inside a plastic bag.*

- SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.
- SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.
- SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

*“Mirror, Mirror”, More Picture Perfect Science Lessons, pg. 147-*

*Using flashlights, mirrors, and spoons, explore how light travels and investigate how light is reflected differently off of different surfaces.*

- SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.
- SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.

*“Mirrors Reflect”, AIMS Primarily Physics, pg. 85-91.*

*Use mirrors to show light travels in a straight line.*

- SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

- *SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.*

*“Moving Raindrops in the Water Cycle”, AIMS Water Precious Water Book A, pg. 27-29.*

*Construct a visual aid depicting the water cycle.*

- *SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.*

*“Moving Water”, AIMS Water Precious Water Book A, pg. 25-26.*

*Demonstrate evaporation and condensation.*

- *SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.*

*“New Plant Discovery”, AIMS Budding Botanist, pg. 90-92.*

*Design and make a plant adapted to a certain type of environment.*

- *SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.*
- *SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.*
- *SC.3.L.15.2 Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.*

*“Photosynthesis”, AIMS Budding Botanist, pg. 123-128.*

*Observe the production of oxygen through photosynthesis.*

- *SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.*

*“Prism Power”, AIMS Primarily Physics, pg. 113-118.*

*Recognize that white light is made of different colors.*

- *SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.*

*“Puff Mobiles”, AIMS Popping with Power, pg. 42-46.*

*Construct a straw sail car powered by their own wind energy. They will test and modify the car to achieve the maximum distance in five seconds.*

- *SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those*

explorations.

- SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.

*“Rice is Life”, Picture Perfect Science Lessons, pg. 69-91.*

*Explore the life cycle of rice and explore controls, variables, and experimental design by investigating how rice grows and by designing their own growth experiment.*

- SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
- SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.
- SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.

*“Roller Coasters”, More Picture Perfect Science Lessons, pg. 133-146.*

*Explore ways to change the speed and direction of a rolling object. Investigate the idea that gravity affects all objects equally.*

- SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.
- SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.

*“Schoolyard Safari”, AIMS Magazine October 1998, pg. 49-56.*

*During the four seasons, observe areas of the schoolyard and record observations about the plants and animals.*

- SC.3.L.17.1 Describe how animals and plants respond to changing seasons.

*“Season Cycles”, AIMS Magazine Fall 2005, pg. 10-17.*

*Recognize that changes in seasons change animal behavior.*

- SC.3.L.17.1 Describe how animals and plants respond to changing seasons.

*“Seed Sort”, AIMS Primarily Plants, pg. 43-49.*

*Count and sort seeds to find likenesses and differences.*

- SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

*“Sheep in a Jeep”, Picture Perfect Science Lessons, pg. 181-204.*

*Investigate forces and motion using ramps, toy jeeps, and plastic farm animals.*

*Design and evaluate a device to slow the motion of a falling object.*

- *SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.*
- *SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.*

*“Spores: A Special Seed”, AIMS Primarily Plants, pg. 83-86.*

*Observe spores.*

- *SC.3.L.15.2 Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.*

*“Stargazers”, More Picture Perfect Science Lessons, pg. 179-196.*

*Observe stars and record observations. Learn about constellations.*

- *SC.3.E.5.1. Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.*
- *SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.*
- *SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth.*
- *SC.3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.*

*“Stars in the Milky Way Galaxy”, AIMS Out of this World, pg. 181-193.*

*Discover the method scientists use to estimate the number of stars in the galaxy.*

- *SC.3.E.5.1. Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.*
- *SC.3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.*

*“Sunsational Changes”, AIMS Earth Book, pg. 329-335.*

*Explore how the sun heats Earth materials; measure, record, and graph temperature changes over time.*

- *SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.*
- *SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.*
- *C.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.*
- *SC.3.P.11.1 Investigate, observe, and explain that things that give off light*

*often also give off heat.*

*“Temperature Told Hot or Cold”, AIMS Winter Wonders, pg. 82-86.*

*Build a model thermometer and use an immersion thermometer.*

- *C.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.*

*“This is My Flower”, AIMS Primarily Plants, pg. 184-189.*

*Describe the parts of a flower and their functions.*

- *SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.*
- *SC.3.L.15.2 Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.*

*“Water to Ice to Water”, AIMS Primarily Earth, pg. 106-109.*

*Discover that water expands as it freezes and that it will float.*

- *SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.*

*“What Do Plants Need to Grow?”, AIMS Primarily Plants, pg. 120-125.*

*Understand that healthy plants need soil, water, light, and air.*

- *SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.*

*“What is Hot and What is Cold”, AIMS Primarily Physics, pg. 121-125.*

*Distinguish between hot and cold things.*

- *SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.*

*“What's the Temperature?”, AIMS Primarily Physics, pg. 134-143.*

*Read a thermometer in various locations.*

- *SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.*

*“What Temperature is Best?”, AIMS Primarily Plants, pg. 126-129.*

*Put plants in three different environments to see how they respond to extremes of temperature.*

- *SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat,*

*light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.*

- *SC.3.L.17.1 Describe how animals and plants respond to changing seasons.*