

From Trash to Treasure

Educator's Guide

Welcome to our Hybrid Learning Series

The Rock by Rock Hybrid Learning Series is a great addition to science and literacy instruction either as a whole class or small group interdisciplinary unit or as a self-directed learning opportunity. Each project includes character growth, reading, writing, science, social studies and the arts.

At Rock by Rock, we believe children learn best when they are having fun and are deeply engaged in rigorous, hands-on learning with real-world application. That is why our projects:

- **Focus on building literacies for life:** We design our modules to prioritize both the consumption and production of modern day applications of 21st century literacies such as text messaging chats, shorter texts, short-form multimedia, podcasts, etc....
- **Are hybrid (blend of offline and online learning):** We leverage technology to present engaging content and couple that with real world hands-on projects and activities to provide a multimodal learning experience to meet every learner's needs.
- **Develop life habits and character:** We believe habits and character education are a core part of instruction. By infusing habits with academics, we can better prepare children to thrive in our ever-changing world and help make the world a better place.



Each project in the K-2 Series can be done together as a class, in small groups or individually as a self-directed project. Each mission is focused on a real world challenge and how we can take small actions each day to help. Each project positions students to:

1. **Life Habit:** Reflect on the focus life habit (Learner, Creativity, Curiosity, Empathy, Courage, Kinship, Impact Awareness).
2. **Explore:** Understand the mission or challenge students will address through reading, social studies and science and connect personally to the issue or problem through writing and art.
3. **Take Action:** Engage in a take action project that involves writing and art (art, performance, etc.).
4. **Share:** Enlist others to work towards or rally around a cause.
5. **Reflect:** Reflect on how the project taught about the subject and life habit. Set habit goals for future growth.

Sample Classroom Applications: There are two ways that you can use this project based learning bundle.



Integrated/Centers: You can integrate the project across your day. This looks like implementing a topical unit that ties together different learning blocks around one topic/theme. Below is a table that illustrates one way you can integrate the project across your days including in self-directed centers.

| Time of Day | Component and Description |
|--|---|
| Morning Meeting or Community Time | Introduce the topic and theme of the project. <ul style="list-style-type: none"> ● Introduce the life habit. ● Discuss the habit and engage in life habit activities. ● Complete the weekly reflections of the life habit each week. |
| Humanities/Literacy | Supplement literacy (i.e. once a week for reading aloud/shared reading in science or social studies time). <ul style="list-style-type: none"> ● Engage in the literacy lessons and post-reading activities. ● Student's spend time explaining and internalizing important scientific concepts. ● Students gain a deeper understanding of the problem so they can apply what they have learned to their take action projects. |
| Centers Time | Set up a rotation of centers to include: <ul style="list-style-type: none"> ● Self-Directed Computer Center - Complete the social studies and science modules ● Hands-On Activities: Set out different activities for students to engage in each week. |
| Science or Project Time | Take Action project: <ul style="list-style-type: none"> ● Engage in the project as a full class. ● Provide an opportunity for students to present and share what they have learned with their community. ● Reflect on their life-habit and what they have learned. |



Project-Based Learning Time: If you have a dedicated project based learning time each week or science/social studies time you can do this set of lessons as a whole group/class learning journey. This is recommended for the homeschool setting. After you have downloaded the materials you can start with the "Introduction to the Life Habit" activity and work through to the "Take Action Project." Below explains the component parts of the project journey.

| Week | Description | | | | | | | | | | |
|--|--|---------------|---------------------|-------------|------------------|-------------|------------------|-------------|--------------|--------------|------------------|
| <p>Introduction to the Life Habit</p> | <ol style="list-style-type: none"> 1. Set the stage for the topic and excite students about the project. 2. Watch the introductory video together. 3. Introduce the life habit and engage in the life habit activities as a whole group. 4. Set up the weekly reflection. | | | | | | | | | | |
| <p>Literacy Lessons</p> | <ol style="list-style-type: none"> 1. We have provided a non-fiction magazine to explore and read aloud with your child/students. 2. Each section has a literacy lesson that you can explore together to explain each of the concepts. | | | | | | | | | | |
| <p>STEAM Online Modules & Hands-On Activities</p> | <ol style="list-style-type: none"> 1. STEAM Activities: Each week we have paired a hands-on activity with the topic of the week. At times it may be good to start with these experiments so students are exploring and discovering the content they will later learn about when reading The Zine. 2. Online Modules: You can review these lessons together as a group or have students log-in to explore in pairs/individually. Each module lesson reinforces and extends key ideas shared in the literacy lessons. <table border="1" data-bbox="627 935 1650 1255"> <thead> <tr> <th data-bbox="627 935 963 1000">Online Module</th> <th data-bbox="963 935 1650 1000">Hands-On Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="627 1000 963 1065">Lessons 1-3</td> <td data-bbox="963 1000 1650 1065">Decomposing Jars</td> </tr> <tr> <td data-bbox="627 1065 963 1130">Lessons 4-5</td> <td data-bbox="963 1065 1650 1130">States of Matter</td> </tr> <tr> <td data-bbox="627 1130 963 1195">Lessons 6-7</td> <td data-bbox="963 1130 1650 1195">I Used To Be</td> </tr> <tr> <td data-bbox="627 1195 963 1260">Lessons 8-11</td> <td data-bbox="963 1195 1650 1260">Ready to Recycle</td> </tr> </tbody> </table> | Online Module | Hands-On Activities | Lessons 1-3 | Decomposing Jars | Lessons 4-5 | States of Matter | Lessons 6-7 | I Used To Be | Lessons 8-11 | Ready to Recycle |
| Online Module | Hands-On Activities | | | | | | | | | | |
| Lessons 1-3 | Decomposing Jars | | | | | | | | | | |
| Lessons 4-5 | States of Matter | | | | | | | | | | |
| Lessons 6-7 | I Used To Be | | | | | | | | | | |
| Lessons 8-11 | Ready to Recycle | | | | | | | | | | |
| <p>Take Action, Share and Reflect</p> | <ol style="list-style-type: none"> 1. The Take Action Project focuses on how kids can take action as science citizens to better our world. 2. Students present what they have learned by sharing with others. 3. Close out the project through an independent and group reflection on the life habit. . | | | | | | | | | | |

Unit Overview:

| Driving Question: <i>How can we reduce the amount of waste by changing states of matter?</i> | Real World Mission: <i>Learn how we can address the waste problem by changing states of matter during the recycling process.</i> | Take Action Project: <i>Recycling Center Tour and Brochure</i> |
|--|--|--|
| Learning Goals Character Focus: Impact Awareness Literacy: <ol style="list-style-type: none">1. Practice tier 2 and tier 3 words related to waste, recycling, and matter.2. Identify the main idea and retell key details for a text.3. Distinguish between information provided by pictures of other illustrations and information provided by the words in a text.4. Use the illustrations and details in a text to describe its key details.5. Participate in collaborative conversations about waste, recycling, and matter.6. Use information from texts to ask and answer questions. Science: <ol style="list-style-type: none">1. Understand that plastic, metal, paper, and glass are recyclable materials.2. Recognize that waste and pollution are harmful to people and the environment.3. Recognize that some materials decompose quickly while others take a long time to decompose.4. Explain how plastic pollution impacts ocean animals.5. Identify examples of e-waste and recognize the harmful effects associated with this type of waste.6. Describe the three states of matter and differentiate between solids and liquids.7. Understand that materials can change states of matter.8. Explain how materials, specifically plastic, change states of matter during the recycling process.9. Discover objects that can be made from recyclable materials.10. List the steps to correctly prepare materials for recycling.11. List actions people can take to address the waste problem. | | Materials <ul style="list-style-type: none">● 2 Half gallon sized glass jars.● 2 Scraps of cloth to cover the opening.● 2 Rubber bands● 2 Cups of greens (fruit/veggie scraps)● 2 Cups of browns, (leaves, cardboard, paper bag)● Aluminum foil● Plastic grocery bag● 4 Cups of soil● Mission Log● 2 ice cubes● 1 plastic sandwich bag● Tape● Scissors● Coloring Tools● Glue● Anchor chart paper● Sticky notes● Objects around the room● Dice |

Standards Alignment:

Each project meets reading and writing standards in most states and is aligned to national standards for science and social studies, 21st century skills and the arts. This module specifically supports:

| Reading CCSS | Writing CCSS | Listening and Speaking CCSS | Science NGSS | SEL 21st Century Skills |
|---|--|--|---|---|
| Key Ideas and Details: 1-3 Craft and Structure: 4-6 Integration of Knowledge 7-9 Text Complexity - 10 | W.1.5 - Respond to questions and suggestions from peers W.1.8 - Recall information from experiences and gather information from sources | Comprehension and Collaboration 1.2 , 1.1b, 1.1.c, 1.5 Presentation of Knowledge and ideas 4-6 | K-ESS3-1, K-ESS3-3, 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4 SEPs: Asking Questions and Defining Problems, Planning and Carrying Out Investigations, Obtaining, Evaluating, and Communicating Information CCCs: Cause and Effect, Energy and Matter, Structure and Function, Stability and Change | Focus: Impact Awareness 21st Century Framework National Art Standards C3 Framework: D2.Civ.14.K-2 |

At-A-Glance

The table below provides an overview of how you can implement this project. For online centers, kids can move at their own pace or move ahead. As a class or group you may go deeper into the content together. The online lessons can be an additional resource material for group lessons. Our hope is all these materials provide additional opportunities for kids to explore the content, answer the driving question, and apply it to the take action project at the end.

| Module | Description | Activities | Materials |
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| Intro + Life Habit 1-2 Days | Students are introduced to their mission and life habit. Students learn about recycling and how it helps address our waste problem. They also learn about impact awareness and how their decisions impact themselves, others, and the environment. | Whole Group or Small Group: <ul style="list-style-type: none"> Online Modules Intro Video Independent: <ul style="list-style-type: none"> Impact Awareness Activity 1 Impact Awareness Activity 2 | <ul style="list-style-type: none"> Mission Log |
| Where Does Trash Go? 2-3 Days | Students explain what happens to waste after it is collected and how it can negatively impact people and ecosystems. Engage: Students begin to investigate decomposing materials during the hands-on activity when they make decomposing jars to observe the amount of time it takes for various materials to decompose. Explore/Explain: Students continue to explore decomposition, ocean pollution, and e-waste during the literacy lesson when | Whole or Small Group: <ul style="list-style-type: none"> Literacy Lesson #1 Centers: <ul style="list-style-type: none"> Hands-On Activity 1: Decomposing Jars Online Student Module 1 Online Student Module 2 Online Student Module 3 | <ul style="list-style-type: none"> 2 Half gallon sized glass jars. 2 Scraps of cloth to cover the jar opening. 2 Rubber bands 2 Cups of greens (fruit/veggie scraps) |

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| | <p>they practice identifying the central idea and using text features and illustrations.</p> <p>Elaborate/Extend: During the online modules, students extend their understanding of waste and what happens to it after it is thrown in the bin. Students complete a sequencing activity to model decomposition. They also learn more about The Great Pacific Garbage Patch and the harmful effects of e-waste.</p> | | <ul style="list-style-type: none"> ● 2 Cups of browns, (leaves, cardboard, paper bag) ● Aluminum foil ● Plastic grocery bag ● 4 Cups of soil ● 2 Cups of water ● Mission Log |
| <p>Recycling and States of Matter</p> <p>2-3 Days</p> | <p>Students describe the three states of matter and recognize how materials change between these states during the recycling process.</p> <p>Engage: During the hands-on activity, students investigate matter while observing an ice cube changing states.</p> <p>Explore/Explain: Students build on their understanding of matter and how it changes state during the recycling process while identifying the central idea and asking and answering questions in the literacy lesson.</p> <p>Elaborate/Extend: Students extend their understanding of changing states of matter during the online modules. Students practice identifying liquids and solids, then further explore how materials change from solid to liquid and back to solid when recycled.</p> | <p>Whole or Small Group:</p> <ul style="list-style-type: none"> ● Literacy Lesson #2 <p>Centers:</p> <ul style="list-style-type: none"> ● Hands-On Activity 2: States of Matter ● Online Student Module 4 ● Online Student Module 5 ● Online Student Module 6 | <ul style="list-style-type: none"> ● Mission Log ● 2 ice cubes ● 1 plastic sandwich bag ● Tape |
| <p>Sustainable Shopping</p> <p>2-3 Days</p> | <p>Students list products that can be made from recycled materials and learn about the benefits of sustainable shopping.</p> <p>Engage: During the hands-on activity students observe objects and determine what recycled material they were made from.</p> <p>Explore/Explain: During the literacy lesson, students discover various objects that can be made from recycled materials while identifying the central idea and using the glossary to find the meaning of unknown words.</p> <p>Elaborate/Extend: Students make additional observations of objects made from recycled materials during the online modules. Students also review and discuss the benefits of sustainable shopping and how sustainable shoppers exhibit impact awareness.</p> | <p>Whole or Small Group:</p> <ul style="list-style-type: none"> ● Literacy Lesson #3 <p>Centers:</p> <ul style="list-style-type: none"> ● Hands-On Activity 3: I Used To Be ● Online Student Module 7 ● Online Student Module 8 | <ul style="list-style-type: none"> ● Mission Log ● Scissors ● Coloring Tools ● Glue |

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| <p>Who Is Helping and How Can We Help?</p> <p>2-3 Days</p> | <p>Students explore people and organizations who are working to fight the waste problem. Students understand actions they can take to reduce waste.</p> <p>Engage: Students predict the steps that need to be taken to prepare a glass jar for recycling during the hands-on activity.</p> <p>Explore/Explain: Students are introduced to Ryan's Recycling and Shore Buddies during the literacy lessons. During this lesson, students use illustrations to make predictions as well as ask and answer questions about the text.</p> <p>Elaborate/Extend: During the online modules, students extend their understanding of actions that can be taken to help address the waste problem. First, they review how to correctly prepare materials for recycling. Then students discuss how the founder of Shore Buddies exhibits impact awareness. Finally, students commit to an action they will take to help our waste problem.</p> | <p>Whole or Small Group:</p> <ul style="list-style-type: none"> Literacy Lesson #4 <p>Centers:</p> <ul style="list-style-type: none"> Hands-On Activity 4: Ready to Recycle Online Student Module 9 Online Student Module 10 Online Student Module 11 Online Student Module 12 | <ul style="list-style-type: none"> Mission Log Scissors Coloring Tools Glue Dice |
| <p>Take Action Project:</p> <p>2-3 Days</p> | <p>Students create a brochure to teach others about recycling, the states of matter and how garbage can be transformed into something new after its state of matter changes.</p> <p>Students will share their brochure via social media or invite community members</p> | <p>Individual or Small Group:</p> <p>Recycling Tour</p> | <ul style="list-style-type: none"> Mission Log or Take Action Booklet |
| <p>Share and Reflect</p> <p>1-2 Days</p> | <p>Students reflect on what it means to be a changemaker and how they have grown and practiced impact awareness throughout this project. They will then share their brochures with community members by inviting them to school.</p> | <p>Individual:</p> <ul style="list-style-type: none"> Mission Log Reflection | <ul style="list-style-type: none"> Mission Log or Take Action Book reflection page |

Lesson Sequence

The light orange shaded rows indicate the student online module, and the light blue shaded rows indicate the aligned hand-on activity.

| Lesson | Objective and Description | Materials Needed | Standards Alignment |
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| Engage (1 Day) | | | |
| <p>Introduction:</p> <p>Sort the Recycling</p> | <p>Objectives:</p> <ul style="list-style-type: none"> Build investment in learning about recycling. <p>Methods:</p> <ul style="list-style-type: none"> Waste Problem and Recycling Introduction | <p>Computer Projector Speakers Online Module Mission Log pg. 2</p> | <p>NGSS:</p> <ul style="list-style-type: none"> 2-PS1-1 K-ESS3-3 |

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| | <ul style="list-style-type: none"> ● Sorting the Recycling Paragraph ● Sort the Recycling Written Activity | | |
| Your Mission Format: Whole Group | Objectives: <ul style="list-style-type: none"> ● Internalize their mission and how they will take action. ● Explain why learning about this matters. Methods: <ul style="list-style-type: none"> ● Watch Intro Video. ● Write their mission and take action and 2 reasons why this is important in their mission log. | Computer Projector Speakers Online Module Mission Log pg. 4 | |

Life Habit - Impact Awareness

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| The Problem with Pollution | Objectives: <ul style="list-style-type: none"> ● Recognize that waste left in landfills can be harmful to our land, sea, and animals. ● Discuss how recycling is an example of practicing impact awareness. Methods: <ul style="list-style-type: none"> ● Read the Landfills paragraph. ● Engage in Negative Impacts of Waste Image Sliders ● Read and discuss Your Actions Can Help paragraph. ● Reflect and Discuss: How do you think recycling could be one way to practice impact awareness? | Online Module | NGSS: <ul style="list-style-type: none"> ● K-ESS3-1 ● K-ESS3-3 |
| Your Actions Can Help | Objectives: <ul style="list-style-type: none"> ● Learn the meaning of impact awareness. ● Determine whether actions have positive or negative results. ● Reflect on the results of their personal actions. Methods <ul style="list-style-type: none"> ● Read Recycling and Impact Awareness Paragraph. ● Positive or Negative Result Drag and Drop. ● Written Reflection: Actions and Their Results. | Online Module Mission Log pg. 5 | NGSS: <ul style="list-style-type: none"> ● K-ESS3-3 |

Where Does Trash Go? (2-3 Days)

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| <p>Hands On Activity 1</p> <p>Decomposing Jars</p> <p>Irreversible change</p> | <p>Objective:</p> <ul style="list-style-type: none"> Students will observe how various materials decompose over time. Students will observe that heat speeds up decomposition. Students will note how some changes are irreversible. <p>Methods:</p> <ul style="list-style-type: none"> Students will prepare two jars: "greens and browns" and "aluminum and plastic." Students will make predictions about the changes they think they will see in each jar. Every seven days students will add a small amount of water to the jars (to keep contents inside damp) and shake the jars to mix the contents together. Students will observe the jars and the changes that take place over the course of 3 weeks and will record their observations about the changes they see. After the three weeks, students will answer reflection questions. <ul style="list-style-type: none"> Which jar decomposed the quickest? Were your predictions correct? Why or why not? If plastic, aluminum, and other recyclable materials aren't recycled, they go to a landfill. Why is this a problem? Have students reflect and note that decomposed materials cannot be reversed or changed back to their original state. <p>Timing Note: The set-up of this activity takes approximately 45 minutes. After the initial set-up, this activity will require ten minutes once a week to add water to the jars and for students to record their observations.</p> | <ul style="list-style-type: none"> 2 Half gallon sized glass jars. 2 Scraps of cloth to cover the opening. 2 Rubber bands 2 Cups of greens (fruit/veggie scraps) 2 Cups of browns, (leaves, cardboard, paper bag) Aluminum foil Plastic grocery bag 4 Cups of soil 2 Cups of water Mission Log pg. 6-13 | <p>NGSS:</p> <ul style="list-style-type: none"> 2-PS1-4 |
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| <p>Literacy Lesson 1</p> | <p>Objectives:</p> <ul style="list-style-type: none"> ● Use bolded words to help determine what the text will be about. ● Use the illustrations in the text to make meaning. ● Identify the central message of the text: Trash is a global problem impacting our world. <p>Methods:</p> <p><u>Pre-Reading:</u></p> <ul style="list-style-type: none"> ● Review table of contents and words to know with students. Ask students to make predictions about what The Zine will be about based on the Table of Contents. <p><u>During Reading:</u></p> <ul style="list-style-type: none"> ● First Read -Read pages 2-11 to demonstrate fluent reading. Explain text features: bolded words and stop on each page to review the bolded word. ● Second Read - Reader's Theater - students will participate in a reader's theater to determine the central message of the text. <p><u>Post Reading:</u></p> <ul style="list-style-type: none"> ● Corner's Game - students will use pictures on pages 6-7 to discuss what decomposition looks like with various objects. ● After the discussion, students will play the Corner's Game where the teacher calls out a variety of objects and the students decide if the item is "good garbage" or "bad garbage," while moving to opposite sides of the room to select their choice. | <ul style="list-style-type: none"> ● The Zine | <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RI.2.1 ● RI.2.2 ● RI.2.5 ● RI.2.7 |
| <p>Online Module</p> <p>Lesson 1:</p> <p>Decomposing Waste</p> | <p>Objectives:</p> <ul style="list-style-type: none"> ● Sort images to model the process of decomposition. ● Review the amount of time it takes for common objects to decompose. <p>Methods:</p> <ul style="list-style-type: none"> ● Decomposing Food Paragraph and Strawberry Diagram ● Decomposing Apple Sequencing Activity | <p>Online Module</p> | <p>NGSS:</p> <ul style="list-style-type: none"> ● 2-PS1-1 |

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| | <ul style="list-style-type: none"> Decomposition Times Diagram | | |
| Online Module Lesson 2: The Great Pacific Garbage Patch | Objectives: <ul style="list-style-type: none"> Describe the causes and effects of the Great Pacific Garbage Patch. Methods: <ul style="list-style-type: none"> Twice the Size of Texas Paragraph and Map/Image The Problem Paragraph, Video, and Image Slider Reflect and Discuss: What caused the Great Pacific Garbage Patch to form? How does the Great Pacific Garbage Patch impact ocean animals? | Online Module | NGSS: <ul style="list-style-type: none"> K-ESS3-1 |
| Online Module Lesson 3: The Problem with E-Waste | Objectives: <ul style="list-style-type: none"> Identify examples of e-waste. Recognize the harmful effects of e-waste. Methods: <ul style="list-style-type: none"> TV Joke What is E-Waste? Paragraph E-Waste Drag and Drop Personal Reflection Negative Effects of E-Waste Paragraph | Online Module | NGSS: <ul style="list-style-type: none"> 2-PS1-1 2-PS1-3 |
| Recycling and States of Matter (2-3 Days) | | | |
| Hands On Activity 2 Heating and Cooling Reversible change | Objectives: <ul style="list-style-type: none"> Students will observe ice cubes changing into different states of matter. Students will be able to explain that changes in matter can happen with heating and cooling. Students will explain that some changes are reversible. Methods: <ul style="list-style-type: none"> Students will place two ice-cubes in a plastic sandwich | <ul style="list-style-type: none"> Ice Cubes Plastic sandwich bags Tape Mission Log 14-15 Writing Tools | NGSS: <ul style="list-style-type: none"> 2-PS1-4. |

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| | <p>bag. (If every student is making a bag, we suggest writing the student's name on each bag.)</p> <ul style="list-style-type: none"> ● Tape the bag on a window that receives direct sunlight. ● Students will record their observations after 10 minutes and 20 minutes. ● Students will answer reflection questions. <p>Extension Activity: To further extend the concept of states of matter you can...</p> <ol style="list-style-type: none"> a) Leave the bags taped on the windows for several days showing how the water disappears (evaporates.) b) Compare what happens to water when it is left in an open container vs when it is in a close container. c) Put the bag of water back into the freezer to show how the liquid can turn back into a solid. | | |
| <p>Literacy Lesson 2</p> | <p>Objectives:</p> <ul style="list-style-type: none"> ● Identify the central idea of the text: you can give trash a new purpose by changing its state of matter. ● Ask and answer questions using the 5W and How. ● Make predictions based on the title of a text. ● Explain that states of matter change by heating and cooling (i.e. solid to liquid, liquid to solid). <p>Methods:</p> <p><u>Pre-Reading</u> - Think/Pair/Share using Text Features: Title/Headings.</p> <p><u>During Reading</u></p> <ul style="list-style-type: none"> ● First Read - Read pages 12-19 to model fluent reading. ● Second Read - Ask and answer questions. <ul style="list-style-type: none"> ○ Page 12 - What are the three states of matter? ○ Page 16 - What are the four steps of turning plastic into a shoe? <p><i>Inferencing</i></p> ○ Page 14-17 - How does turning a plastic bottle into a shoe help our environment? <p><u>Post Reading</u> - What's the Question - Students will practice writing questions using question words such as: how, why, when, where, did, should, is, etc.</p> | <ul style="list-style-type: none"> ● Anchor Chart ● Sticky Notes | <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RI.1.7 ● RI.2.1 ● RI.2.3 ● RI.2.7 <p>NGSS:</p> <ul style="list-style-type: none"> ● 2-PS1-1 ● 2-PS1-3 ● 2-PS1-4 |

End of Preview

If you want to see the rest of the teacher's guide, sign-up for a free-trial.

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