

Grade 3 Science

Lesson: 4-1

Unit: Growth and Change in Plants
~~Strong and Stable Structures~~

Topic: Introduction

Lesson

- Explain to students that today we are starting our new unit. The title of the unit is "Growth and Changes in Plants"
- Explain today's task to students
 - Look at pictures
 - Record ways we use plants on worksheet
 - Discuss with peers to add more
 - Make title page for unit on other side of worksheet
- Remind students to treat picture pages appropriately so they may be used multiple times
- Hand out work.

Reminders

Supplies Needed

- Pictures Page
- Worksheet

Homework

Notes

Grade 3 Science

Lesson: 4-2

Unit: Growth and Change in Plants
Strong and Stable Structures

Topic: Plant Parts

Lesson

- "Last year we learned about animals. And in doing so we talked about different types of animals and some of their characteristics. What can you remember about animals?"
 - take some answers
 - If anyone mentions parts, ie insects have 6 legs, use that as lead into today's lesson
- "Plants, like animals, have many similarities." Can you name some plant parts that many different plants have?"
- Explain to students that today we will look at some of these plant parts and learn their purpose.
- Show and explain worksheets
- Hand out work
- Students use remaining time to complete work.

Reminders

Supplies Needed

- Worksheets
- Information sheets

Homework

Notes

Grade 3 Science

Lesson: 4-3

Unit: Growth and Change in Plants
~~Stem and Stable Structures~~

Topic: Stems → Celery

Lesson

- Review plant parts and their functions.
- Explain that today we will start an experiment to look more closely at the function of the stems.
- Also, for this experiment we will focus on the "scientific method"
 - the way a scientist sets up and records an experiment.
- Hand out worksheet to students and point out that it is nearly blank. Together we will fill it out.
- Explain experiment, then fill out the purpose, hypothesis, equipment and ~~procedure~~.
- Next, students perform the first stage of the experiment.

Reminders

Supplies Needed

- Celery
- Food colouring
- Answer key
- Beakers
- Worksheets

Homework

Notes

* If short on time, students should still start experiment, then they can finish writing into next class

Grade 3 Science

Growth and Change in Plants

Lesson: 4-4

Unit: Strong and Stable Structures

Topic: Celery 2

Lesson

- Inform student that today we will continue our celery experiment.
- Students perform stage 2 of the experiment (Observe) - record observations
- Meanwhile cut slices of celery for student observation
- * Safety Reminder → Do Not Eat - beakers not clean
- Students then answer discussion questions
- Discuss answers to questions at end of class.
 - Focus on detail
 - have example answers read
 - discuss level
 - discuss how detail adds to answer

Reminders

Supplies Needed

- Knife
- Magnifying Glasses
- Answer key

Homework

Notes

Grade 3 Science

Lesson: 4-5

Unit: Growth and Change in Plants
~~Strong and Stable Structures~~

Topic: Seeds

Lesson

- "If you want to grow a plant, what do you need to do?" → plant a seed
- Explain that we will be growing plants, but unlike our radishes, where we were testing soil, we will try to keep these plants alive until the end of our unit ... or longer.
- Show beans and ask students if they know what type of seeds they are
- Explain task to students
 - Place seeds with paper towel to germinate
 - Plant germinated seed in soil
 - Record height of plant every week - draw as well
- Hand out worksheet
- Students perform initial observations and set up seeds.
- When done students use the remainder of the period to do finish-up work

Reminders

Supplies Needed

- beans
- Plastic cups
- Paper Towels
- Worksheets

Homework

Notes

Grade 3 Science

Lesson: 1-6

Unit: Growth and Changes in Plants
~~Strong and Stable Structures~~

Topic: Plant Needs

Lesson

- Ask students if they have made any observations of their seeds.
- Ask students if they have noticed we seem to be missing something to grow our seeds → soil
- What do plants need to grow? → air, water, light, warmth, space
(discuss why) used in photosynthesis cell function room to grow
- Hand out worksheet
- When students are done they are to get it checked

Reminders

Supplies Needed

- Worksheets

Homework

Notes

Grade 3 Science

Lesson: 4-7

Unit: Growth and Changes in Plants
~~Strong and Stable Structures~~

Topic: Maple Syrup

Lesson

- Explain today's task to students
 - Read info
 - write quiz from info
- Show students the worksheet, read instructions, and explain how to write ~~out~~ questions (using lines)
- Students work
- IF done, students may give quiz to another student, they are then to mark it and bring it to me.

Reminders

Supplies Needed

- Worksheets

Homework

Notes

Grade 3 Science

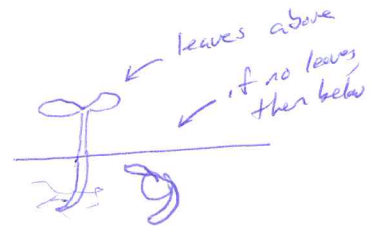
Lesson: 4-8

Unit: Growth and Changes in Plants
~~Strong and Stable Structures~~

Topic: Transplanting

Lesson

- Talk to students about how their plants ^{have grown}, what have they noticed
- Explain that today we will be transplanting our seeds into soil
- Discuss the care needed to be sure not to damage sprout
 - carefully pull out
 - gently remove paper towel



- Students carefully transplant their seeds
- Talk about how deep to transplant
- Students water their plants
- Talk about upkeep of plants - water + sunlight
- Inform students that they are to take plants home and observe every week until their seed journal is full

Reminders

Supplies Needed

- Soil

Homework

Notes

- * Put this lesson around 3-5 days after planting seeds
- * Played it up as competition "Who can grow biggest plant"

Talk about human life cycle

Grade 3 Science

Lesson: 4-9

Unit: ~~Strong and Stable Structures~~ Growth and Changes in Plants

Topic: Plant Life Cycle

Lesson

- Ask class "What is a cycle?" - something that repeats itself
 - "What would a life cycle be?" - birth to reproduction → not death
 - "What is the first stage of a plant's life cycle?" → seed
 - "When would the cycle be over?" - when new seeds are made
 - Talk about why death of plant is not part of cycle
 - looking at seed, so as soon as new seed made, cycle starts over
 - IF death, then there is an end, but a cycle has no end
 - Have a student volunteer read opening paragraph
 - Read titles on first set of pictures
 - discuss 4 stages - focus on names
 - Explain #1 to students → "Why do we eat?" - Food gives us energy
 - "If seeds are good food source, what do you think that means about the egg?" - lots
 - Explain rest of worksheet
 - Find out and students work
- refer back to previous work
blossoms → fruit
- Talk about seeds having enough energy to grow plant

Reminders

Supplies Needed

- Worksheet

Homework

Notes

Grade 3 Science

Lesson: 4-10

Unit: Growth and Changes in Plants
~~Stem and Stalk Structures~~

Topic: Leaves

Lesson

- Ask class "How do you tell different species of animals apart?" - many ways: size, shape, color, features
 - "How do you tell different plants apart?" - similar - size, shape, type of fruit, color etc
 - "What about trees, how would you tell one tree from another?" → leaves.
 - Review Plant life cycle → seed → seedling → buds/Flowers → Fruit w seeds
 - Hand out worksheet
 - Have student volunteers read front of page
 - Have students highlight key info
 - Students complete questions
 - Explain that they will play a game when they are done today's work properly
 - Explain game (matching game using simple vs compound leaves)
 - When students are done, they may play game w partner
- ↑ will not be able to play until you learn today's info, so do it right

Reminders

- Be nice to game cards, I don't want to make more
- Don't bend clips that hold game cards.

Supplies Needed

- Worksheets
- Quiz Note
- Game Cards

Homework

Notes

* Quiz not handed out today if not March break

~~Handed out~~