

Grade 3 Science

Lesson: 4-21

Unit: Growth and Changes in Plants

Topic: Growing Food

Lesson

- Have students get out their lunch (or write a list of what they had on scrap paper)
- Students are then to write a list of each item and what plant products it comes from *will have to skip some
- Next have students try to figure out ~~what~~ how we get those plant products ie. grow on a farm, in an orchard etc.
- ~~Ask~~ Discuss ideas - Farm, orchard, greenhouse, home garden, wild.
- Ask where else can we grow food
- Mention concept of organic food → ask for input as to what it is, then explaining (no additives, pesticides, fertilizers etc) → Talk about it being a big push now a days
- Discuss idea of locally grown → food grown in the area, instead of being shipped in.
- Explain task → 4 papers around room (Advantage and disadvantage of organic and home grown)
→ Rotate through papers, writing out ideas. (I tell you where and when)
- Have students perform task, rotating every 3-5 minutes
- Discuss at end

Reminders

Not a great activity, try to think of something else

Supplies Needed

- ~~Recycled~~ Note
- Paper
- Markers

Homework

* Set up 3 column chart, fill in headings one at a time

Notes

Describe the different ways plants are used for food and explain who吃 the most vegetables in the world? Explain who eat the most fruits in the world? Explain who eat the most meat in the world?

Grade 3 Science

Lesson: 4-22

Unit: Growth and Changes in Food

Topic: Environmental Conditions

Organic + local food / Take-up

Lesson

- Write order of worksheets on board (include next lesson)
- Students put papers in order and staple them
- When done, continue group discussions on organic and local foods
- Discuss toughs as group, adding to them.
- Use the remainder of the class for take-up worksheets from unit.
* should have already taken up first 9 before quiz.

- ① Title Page (due)
- ② Plant Parts
- ③ Looking at Stems
- ④ Growing Seeds
- ⑤ The Needs of Living Things
- ⑥ Maple Syrup
- ⑦ The Life Cycle of a plant
- ⑧ Leaf Types
- ⑨ Plant Survival Tactics
- ⑩ Flowers
- ⑪ Plants Through the Seasons
- ⑫ Plant Products
- ⑬ Aboriginal Use of Plants
- ⑭ Environmental Cond. & Factors

Reminders

- Test Note
- Worksheets for next class

Homework

Notes

Identify examples of environmental conditions that may threaten plant and animal survival

Grade 3 Science

Lesson: 4 - 23

Unit: Plants

Topic: Environmental Conditions

Lesson

- Ask the class: "How old do you think Earth is?" → around 4.5 billion years
- "Has Earth always been the same?" → No - example, ice age
- "Are the same plants and animals always on Earth?" → No - example dinosaurs
- Talk about span of human existence → If we represent the time the Earth has been around as one day (24 hours), then humans would only have been here for about 4 seconds.
- Ask the class: "Why do you think things change so much?" → environmental conditions
- Hand out worksheet
- Read opening paragraph as a class
- Read and explain activities on worksheet
 - ① List environmental conditions threatening plant and animal survival
 - ② Re-draw an ecosystem after one of these events
 - ③ Explain how we could stop it.
- Students work → may discuss with a partner to get ideas.

Reminders

Supplies Needed

- Worksheets

Homework

- Review for Test

Notes

Grade 3 Science

Lesson: 4-24

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

Topic: Impact of Humans on Plants

Lesson

- Ask "who has been camping before?"
- Talk about camping → the fun, the activities, etc
- Ask "Can camping affect the environment?" → Discuss student ideas
- Discuss ideas on how we can be sure to ~~pollute~~ minimize our impact.
- Discuss task → Make "A Camper's Guide to Eco-Friendly Camping"
 - Make a pamphlet or flyer explaining some rules to follow to help reduce the impact on environment
 - Should include pictures and words
 - As example, talk about saying "Take only pictures, leave only Footprints."
- Students plan an Ecoos, good copy on plain paper

Reminders

- Blank Paper

Homework

- Review for Test

Notes

* Students may choose another activity (instead of camping), but main concept the same

Grade 3 Science

Lesson: 4-2⁵

Unit: Growth and Change in Plates
Strong and Stable Structures

Topic: Review

Lesson

- Post "T" and "F" signs on wall
- Explain (Review) game → If I say something true, go to "T"
 - If I say something false, go to "F"
- Ask each of the T/F questions, discussing after ~~the~~ students decide
- Explain next game
 - Divided into groups ~ 5
 - Questions read out loud
 - Group writes answer as quickly as possible
 - Hold paper in air, I check
 - Point to first correct answer
- ~~Explain final game~~ each answer afterwards
- Play game, discussing each answer, this time looking for speed
- Explain final game → Same as previous, but not speed, this time looking for most detailed answer
- Play game, discussing answers → point out detail

use ~~GOOS~~
paper

Reminders

Supplies Needed

- T/F Signs
- Review Questions

Homework

- study.

Notes

Grade 3 Science

Lesson: 4-26

Unit: Growth and Change in Plants

Topic: Test

Lesson

- Review test writing procedures
 - eyes on own test
 - no talking
 - ask questions to clarify anything
- Hand out tests → inform students that they are not to do word search until I have signed off on test
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Reminders

FAC

Supplies Needed

- Tests

Homework

Notes