

Science Unit Map – Grade 3– Trimester 1

Trimester Focus:

- Structures and Functions of Living Things

Big Ideas:

- Plant and animal structures have specific functions.
- Plants and animals can be classified by observable characteristics.
- Plants and animals have observable characteristics that allow them to live and survive in their environment.

| GLCEs | Vocabulary | Resources (See Curriculum Calendar for Details) | Assessments |
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| <p>- Describe the function of the following plant parts: flower, stem, root, and leaf. (L.OL.03.31)</p> <p>- Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (fur, wings, teeth, claws, scales). (L.OL.03.32)</p> <p>- Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers). (L.OL.03.41)</p> <p>- Classify animals on the basis of observable physical characteristics (backbone, body covering, limbs). (L.OL.03.42)</p> <p>- Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (for example: leaf shape, thorns, odor, color). (L.EV.03.11)</p> <p>- Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (for example: sharp teeth, claws, odor, body coverings). (L.EV.03.12)</p> <p>*See inquiry and reflection GLCE's*</p> | <p>air</p> <p>animal features</p> <p>color</p> <p>plant backbone/no backbone environment nutrients organism plant root flowers stem leaf</p> <p>survival of organisms temperature Celsius thermometer centimeter support movement food getting protection structure function physical characteristics compare classify</p> | <p>Textbook: National Geographic- Life Science</p> <p>- Chapter 1 (Structures and Functions/Classification)</p> <p>- Chapter 2, pp. 45-67 (Classification)</p> <p>- Chapter 4 (Environmental Adaptation)</p> <p>- Chapter 5 (Structures and Functions)</p> <p>Inquiry Book: See Inquiry Book for student investigations</p> <p>Suggested Trade Books:</p> <p>- <i>How Plants Survive</i> by Kathleen Kudlinski</p> <p>- <i>Plant Parts</i> by Louise Spilsbury</p> <p>- <i>How Do Animals Adapt</i> by Bobbie Kalman and Niki Walker</p> <p>- <i>The Magic School Bus Gets Planted</i> by Joanna Cole</p> <p>Websites, Video Streaming, & Smart Board Activities:</p> <p>- myNGconnect.com</p> <p>- See grade level resource packet</p> <p>Grade Level Resource Packet</p> <p>- See unit: Structures and Functions of Living Things</p> | <p style="text-align: center;">Plants</p> <p>Formative:</p> <p>-Use the students' pictures and labels in their science journals to assess their ability to make and record observations with accuracy.</p> <p>Summative:</p> <p>-Students plan and create a make-believe plant to demonstrate their understanding of structures and characteristics that help a plant survive in its environment. The make-believe plant has to have all of the plant parts, labels, the plant shown in its correct environment, and an adaptation that will help the plant survive in its environment.</p> <p style="text-align: center;">Animals</p> <p>Formative:</p> <p>-Use the students' observations of animal body parts or body coverings to have further discussions about ways animals can survive in their environment.</p> <p>Summative:</p> <p>-Students design a make-believe animal that has special body parts and body coverings that help the animal survive in its environment. The body parts and coverings need to match the animal's habitat, and a description of how the structures help the animal survive needs to be given.</p> <p>-Using a particular animal, give one or two body parts or body coverings that help the animal survive in its environment. For instance, a rabbit has brown fur for camouflage, large hind foot so it can run fast, large ears to hear predators, and large incisors for gnawing.</p> <p>*Refer to companion document for more "Evaluate Student Understanding" information.</p> |