

3rd grade Science Living Things (Plants): What do Plants Need to Live?

Objective: Students will be able to identify and describe the parts of the plant and what they need to survive.	3
	P

Teaching Time: 45 minutes

Performance Standard: The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms

GLE: observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce

SBA/HSGQE Blueprint Emphasis:

Bloom's: Understanding

Prerequisite Skills: Students should understand basic plant characteristics.

District Reference: HSP Science III
Teacher's Reference: HSP Science III Teacher's Manual 76-85
Student Text: HSP Science III Student's Edition 76-85

Lesson Vocabulary: roots, nutrients, stem, leaf

Common Academic Vocabulary: nutrient, draw conclusions, compare

Teaching Activities: 1. Growing Lima Beans pg 89 2. Teach Vocab 3. Read Chapter 4. Make a Model (Vascular System) pg 81 5. Checking for understanding referenced in BSSD Instructional Guide

Expansions: <http://www.brainpopjr.com/science/plants/> (a number of videos related to plants)

Research-Based Strategies Included in Lesson (Marzano):

Identifying Similarities and Differences, Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Cues, Questions, and Advanced Organizers

Comments to Instructor:

This lesson can be stretched to two days or condensed into one depending on your time frame.

Other Resources: www.brainpopjr.com
www.aksci.org
www.thinkcentral.com
<http://www.lawrencehallofscience.org/>

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3rd grade Science Living Things (Plants): What are Some Types of Plants?

Objective: Students will be able to identify deciduous and evergreen plants.	3
	P

Teaching Time: 45 minutes

Performance Standard: The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms

GLE: observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce

SBA/HSGQE Blueprint Emphasis:

Bloom's: Understanding

Prerequisite Skills: Students should understand basic plant characteristics.

District Reference: HSP Science III
Teacher's Reference: HSP Science III Teacher's Manual 86-97
Student Text: HSP Science III Student's Edition 86-97

Lesson Vocabulary: seed, deciduous, evergreen

Common Academic Vocabulary: deciduous, draw conclusions, predict, conclusion

Teaching Activities: 1. Needs of Plants pg 79 2. Teach Vocab 3. Read Chapter 4. Vascular System pg 81
5. Checking for understanding referenced in BSSD Instructional Guide

Expansions: <http://www.brainpopjr.com/science/plants/> (a number of videos related to plants)

Research-Based Strategies Included in Lesson (Marzano):

Identifying Similarities and Differences, Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Cues, Questions, and Advanced Organizers

Comments to Instructor:

These lesson may be easier for some teachers to implement than others based on availability of resources. Consider checking the BSSD library for one of the media kits for books and videos related to plants to supplement student learning.

Other Resources: www.brainpopjr.com
www.aksci.org
www.thinkcentral.com
<http://www.lawrencehallofscience.org/>

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3rd grade Science Living Things (Plants): How do Plants Make Food?

Objective: Students will be describe the process of photosynthesis.	3
	P

Teaching Time: 45 minutes

Performance Standard: The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms

GLE: observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce

SBA/HSGQE Blueprint Emphasis:

Bloom's: Understanding

Prerequisite Skills: Students should understand basic plant characteristics.

District Reference: HSP Science III
Teacher's Reference: HSP Science III Teacher's Manual 98-105
Student Text: HSP Science III Student's Edition 98-105

Lesson Vocabulary: photosynthesis, chlorophyll

Common Academic Vocabulary: photosynthesis, predict

Teaching Activities:1. Compare Growth pg 101 2. Teach Vocab 3. Read Chapter 4. Make a Graph pg 81 5. Checking for understanding referenced in BSSD Instructional Guide

Expansions:<http://www.brainpopjr.com/science/plants/> (a number of videos related to plants)

Research-Based Strategies Included in Lesson (Marzano):

Identifying Similarities and Differences, Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Cues, Questions, and Advanced Organizers

Comments to Instructor:

These lesson may be easier for some teachers to implement than others based on availability of resources. Consider checking the BSSD library for one of the media kits for books and videos related to plants to supplement student learning.

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www.aksci.org
www.thinkcentral.com
<http://www.lawrencehallofscience.org/>

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3rd grade Science Living Things (Plants): People in Science

Objective: Students will be able to name types of careers in science working with plants.

3

P

Teaching Time: 45 minutes

Performance Standard: The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity

GLE: identifying local tools and materials used in everyday life

SBA/HSGQE Blueprint Emphasis:

Bloom's: Understanding

Prerequisite Skills: Students should understand basic plant characteristics.

District Reference: HSP Science III

Teacher's Reference: HSP Science III Teacher's Manual 106-107

Student Text: HSP Science III Student's Edition 106-107

Lesson Vocabulary:

Common Academic Vocabulary: curiosity, question

Teaching Activities: 1. Class Discussion "What are things that people hunt?" pg 106 (Teacher's Manual) 2. Read Stories 4. Careers with plants discussion 5. Checking for understanding referenced in BSSD Instructional Guide (Chapter Assessment pgs 108-9)

Expansions: <http://www.brainpopjr.com/science/plants/> (George Washington Carver video)

Research-Based Strategies Included in Lesson (Marzano):

Identifying Similarities and Differences, Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Cues, Questions, and Advanced Organizers

Comments to Instructor:

This is a great place to talk about local ways of understanding and working with plants in the community to highlight potential local career paths.

Other Resources: www.brainpopjr.com
www.aksci.org
www.thinkcentral.com
<http://www.lawrencehallofscience.org/>

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