

Name: Reynolds, Moon		Grading Quarter: 3	Week Beginning: Week 3 1/20/25-1/24/25
School Year: 2024-2025		Subject: Science	
Monday	Notes: <b>No School</b>	Objective: <ul style="list-style-type: none"> <li>No School</li> </ul> Lesson Overview: <ul style="list-style-type: none"> <li>No School</li> </ul>	Academic Standards: <b>No School</b>
Tuesday	Notes: <b>Grade 3</b> <b>Unit 2:</b> Life Cycles & Traits <b>Module 2:</b> Animals <b>Lesson 2:</b> Animal Traits <b>Essential Question:</b> How are animals similar and different from their parents (and siblings)?	Objective: <ul style="list-style-type: none"> <li>Students will explain patterns in the inheritance of traits by animals, and how variations provide plants advantages for survival.</li> </ul> Lesson Overview: <ul style="list-style-type: none"> <li>Explain <ul style="list-style-type: none"> <li>Academic Vocabulary: <ul style="list-style-type: none"> <li><u>Physical traits</u>- a feature of one's body that can be observed.</li> <li><u>Behavioral traits</u>- describes the way one behaves or acts.</li> </ul> </li> <li>Pages 70-71- Inherited Physical and Behavioral Traits <ul style="list-style-type: none"> <li>Inspect <ul style="list-style-type: none"> <li>Students will read the passage and underline text that describes the physical and behavioral traits of the galagos.</li> </ul> </li> <li>Find Evidence <ul style="list-style-type: none"> <li>Students will reread what they underlined to sort the traits by physical and behavioral traits.</li> </ul> </li> <li>Make Connections <ul style="list-style-type: none"> <li>How do these traits help galagos stay safe from predators?</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Academic Standards: <b>5.L3U1.9</b> Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next. <b>5.L4U3.12</b> Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.

<p>Wednesday</p>	<p>Notes:</p> <p><b>Grade 3</b></p> <p><b>Unit 2:</b></p> <p>Life Cycles &amp; Traits</p> <p><b>Module 2:</b></p> <p>Animals</p> <p><b>Lesson 2:</b></p> <p>Animal Traits</p> <p><b>Essential Question:</b></p> <p>How are animals similar and different from their parents (and siblings)?</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>Students will explain patterns in the inheritance of traits by animals, and how variations provide animals advantages for survival.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>Explain           <ul style="list-style-type: none"> <li>Academic Vocabulary:               <ul style="list-style-type: none"> <li><u>Learned traits</u>- traits or skills people and animals can gain over time, usually to aid survival.</li> <li><u>Environmental traits</u>- traits that are influenced or affected by the environment.</li> </ul> </li> <li>Pages 72-73- Learned and Enviornmental Traits               <ul style="list-style-type: none"> <li>Students will read the passage and answer the following questions:                   <ul style="list-style-type: none"> <li>How is a learned trait different from an inherited trait?</li> <li>Fur color and type is an inherited trait. How does a polar bear’s fur help it survive?</li> <li>Would it be beneficial for a coyote living in a desert to have the same fur as a polar bear? Why?</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Academic Standards:</p> <p><b>5.L3U1.9</b></p> <p>Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next.</p> <p><b>5.L4U3.12</b></p> <p>Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.</p>
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Thursday	<p>Notes:</p> <p><b>Grade 3</b></p> <p><b>Unit 2:</b> Life Cycles &amp; Traits</p> <p><b>Module 2:</b> Animals</p> <p><b>Lesson 2:</b> Animal Traits</p> <p><b>Essential Question:</b> How are animals similar and different from their parents (and siblings)?</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>Students will explain patterns in the inheritance of traits by animals, and how variations provide animals advantages for survival.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>Elaborate           <ul style="list-style-type: none"> <li>Page 75- Inquiry Activity: Traits and Survival               <ul style="list-style-type: none"> <li>State the Claim: What traits help a bird survive?</li> <li>Carry Out an Investigation:                   <ul style="list-style-type: none"> <li>Read the description of the environment.</li> <li>Find a trait that will help the bird find food.</li> <li>Find a trait that will help the bird find a mate.</li> <li>Find a trait that will help the bird protect its nest.</li> </ul> </li> <li>Communicate Information                   <ul style="list-style-type: none"> <li>Did your results support your claim? Explain.</li> </ul> </li> <li>Talk About It                   <ul style="list-style-type: none"> <li>Describe the traits that helped the bird survive. Did some traits help it more than others?</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Academic Standards:</p> <p><b>5.L3U1.9</b> Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next.</p> <p><b>5.L4U3.12</b> Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.</p>
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<p>Friday</p>	<p>Notes:</p> <p><b>Grade 3</b></p> <p><b>Unit 2:</b></p> <p>Life Cycles &amp; Traits</p> <p><b>Module 2:</b></p> <p>Animals</p> <p><b>Lesson 2:</b></p> <p>Animal Traits</p> <p><b>Essential Question:</b></p> <p>How are animals similar and different from their parents (and siblings)?</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>Students will explain patterns in the inheritance of traits by animals, and how variations provide animals advantages for survival.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>Review &amp; Quiz</li> <li>Evaluate             <ul style="list-style-type: none"> <li>Pages 76-77                     <ul style="list-style-type: none"> <li>Summarize It                             <ul style="list-style-type: none"> <li>Explain how animals are similar and different from their parents.</li> </ul> </li> <li>Three-Dimensional Thinking                             <ul style="list-style-type: none"> <li>What is another name for an organism's young?</li> <li>What is an example of a learned trait?</li> <li>What are the features that are passed from parents to offspring called?</li> </ul> </li> </ul> </li> </ul> </li> <li>Quiz             <ul style="list-style-type: none"> <li>Animal Traits Quiz</li> </ul> </li> </ul>	<p>Academic Standards:</p> <p><b>5.L3U1.9</b></p> <p>Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next.</p> <p><b>5.L4U3.12</b></p> <p>Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.</p>
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