

Name: Reynolds, Moon		Grading Quarter: 3	Week Beginning: Week 4 1/27/25-1/31/25
School Year: 2024-2025		Subject: Science	
Monday	<p>Notes:</p> <p>Grade 3</p> <p>Unit 2: Life Cycles & Traits</p> <p>Module 2: Animals</p> <p>Lesson 2: Animal Traits</p> <p>Essential Question: How are animals similar and different from their parents (and siblings)?</p>	<p>Objective:</p> <ul style="list-style-type: none">Students will explain patterns in the inheritance of traits by animals, and how variations provide plants advantages for survival. <p>Lesson Overview:</p> <ul style="list-style-type: none">Plant Traits and Animal Traits Unit Review	<p>Academic Standards:</p> <p>5.L3U1.9 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>5.L4U3.12 Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.</p>

Tuesday	<p>Notes:</p> <p>Grade 3</p> <p>Unit 2: Life Cycles & Traits</p> <p>Module 2: Animals</p> <p>Lesson 2: Animal Traits</p> <p>Essential Question: How are animals similar and different from their parents (and siblings)?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students will explain patterns in the inheritance of traits by animals, and how variations provide plants advantages for survival. <p>Lesson Overview:</p> <ul style="list-style-type: none"> Plant Traits and Animal Traits Unit Test 	<p>Academic Standards:</p> <p>5.L3U1.9 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>5.L4U3.12 Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.</p>
Wednesday	<p>Notes:</p> <p>Grade 3</p> <p>Unit 3: Different Environments</p> <p>Module 1: Survive the Environment</p> <p>Lesson 1: Survival of Organisms</p> <p>Essential Question: What do organisms need to survive?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students will use evidence to explain what causes organisms to survive in their environment. <p>Lesson Overview:</p> <ul style="list-style-type: none"> Assess Prior Knowledge <ul style="list-style-type: none"> Page 5- Page Seeley Science Probe: Will the Animals Survive? <ul style="list-style-type: none"> What would happen to these animals if all the trees in the forest were cut down? Explain your thinking. Describe what happens to organisms when their environment changes. Pages 6-7- Encounter the Phenomenon: How does the tree survive? <ul style="list-style-type: none"> Video: Bristlecone Pine Trees Sample questions for page 7: <ul style="list-style-type: none"> Are those the tree's roots? How does it grow in rocks? 	<p>Academic Standards:</p> <p>5.L3U1.10 Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.</p> <p>5.L4U3.11 Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.</p>

Thursday	<p>Notes:</p> <p>Grade 3</p> <p>Unit 3: Different Environments</p> <p>Module 1: Survive the Environment</p> <p>Lesson 1: Survival of Organisms</p> <p>Essential Question: What do organisms need to survive?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students will use evidence to explain what causes organisms to survive in their environment. <p>Lesson Overview:</p> <ul style="list-style-type: none"> Explore <ul style="list-style-type: none"> Pages 8-9- Inquiry Activity: Plant Hunt <ul style="list-style-type: none"> Make a Prediction: Do plants of the same type have different characteristics in different locations? Carry Out an Investigation: <ul style="list-style-type: none"> Walk around your schoolyard. Find the same plant growing in two different locations. Record data on chart (number of leaves, plant height, and width of largest leaf). Communicate Information <ul style="list-style-type: none"> Was there a difference in the plants from each location? Did your results support your prediction? Explain. Talk About It <ul style="list-style-type: none"> Why do you think the plants had different measurements? 	<p>Academic Standards:</p> <p>5.L3U1.10 Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.</p> <p>5.L4U3.11 Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.</p>
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<p>Friday</p>	<p>Notes:</p> <p>Grade 3</p> <p>Unit 3:</p> <p>Different Environments</p> <p>Module 1:</p> <p>Survive the Environment</p> <p>Lesson 1:</p> <p>Survival of Organisms</p> <p>Essential Question:</p> <p>What do organisms need to survive?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students will use evidence to explain what causes organisms to survive in their environment. <p>Lesson Overview:</p> <ul style="list-style-type: none"> Explain <ul style="list-style-type: none"> Page 10- Plant Needs <ul style="list-style-type: none"> Academic Vocabulary: <ul style="list-style-type: none"> <u>Nutrients</u>- substances that help living things grow and stay healthy. Students will read the passage and answer the following question: <ul style="list-style-type: none"> Think back to the Inquiry Activity: <i>Plant Hunt</i>. Why might the plant in one location grow taller and greener than the plant in the other location? Students will reread the text and circle five things plants need in order to survive. Page 13- Animal Needs <ul style="list-style-type: none"> Students will read the passage and answer the following question: <ul style="list-style-type: none"> What would happen if a tiger did not have sharp teeth? Students will reread the text and circle five things animals need to survive. 	<p>Academic Standards:</p> <p>5.L3U1.10</p> <p>Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.</p> <p>5.L4U3.11</p> <p>Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.</p>
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