

Lowndes County Third Grade Pacing Guide 2009-2010

MS Frameworks Pacing Guide Worksheet

Grade Level: 3rd
Grading Period: 1st—9 weeks

Chapter/ Unit	Lesson Topic	Objective Number	Approximate Days Needed	Suggested Teaching Strategies
Chapter 1 (A) unit	What is a Plant? What is a Simple Plant? What Kinds of plants have seed? How Do plants make food?	<p>3. Describe the characteristics, structures, life cycles, and environments of organisms.</p> <ul style="list-style-type: none"> • 3c: Identify air, water, and light, and soil as four needs of plants. (Inquiry 1a-f) 3c: Analyze how roots, stems, and leaves help plants survive (Inquiry 1a-f) 3c: Observe and identify the parts of a simple plant. (Inquiry 1a-f) 3c:Analyze how rootlike, stemlike, and leaflike, parts help simple plants meet their needs. (Inquiry 1a-f) <p>3c: Recognize the seeds need certain conditions to sprout. (Inquiry 1a-f)</p>	Week 1-Week 2 14 days Allow time for SPMS pretest.	<ul style="list-style-type: none"> ❖ Given a group of seeds students will classify the seeds by different properties, grouping like seeds together. ❖ Using a dry and wet corn and bean seed, record likeness and differences before and after dissection. ❖ Role-play photosynthesis from <u>The Growing Classroom</u> –“Plant Food Magic” – Garden – based science by Roberta Jaffee and Gary Appell. ❖ Construct a “baggie garden”. Using a zippered, plastic bag, place the seeds inside the bag with a moist napkin. Observe, log, and graph the results. ❖ Grow plants from ivy and philodendron cuttings, sweet potato, avocado see, pineapple top,

		<p>3c: Conclude that seeds pass traits from mature plants to new plants. (Inquiry 1a-f)</p> <p>3c: List ways plants reproduce without using seeds. (Inquiry 1a-f)</p> <p>3c: Identify four ways in which seeds are dispersed. (Inquiry 1a-f)</p> <p>3c: Identify photosynthesis as an activity of plants that allow them to survive. (Inquiry 1a-f)</p> <p>3c: Describe the role of chlorophyll in photosynthesis. (Inquiry 1a-f)</p>		<p>onion, and eye of a white potato. Observe and record the growth over a period of time.</p> <ul style="list-style-type: none"> ❖ Dissect a gladiola or other flower and name the parts and their functions. Draw the dissected flower and label the parts. ❖ Students will work in cooperative groups to draw a flow chart illustrating pollination. ❖ <u>The Tiny Seed</u> by Eric Carle ❖ <u>The Carrot Seed</u> by Ruth Krauss ❖ <u>The Biggest Pumpkin Ever</u> by Steven Kroll
2	<p>What is an Animal? What are mammals and birds? What are amphibians, fish, and reptiles? How do animals behave? What are extinctions?</p>	<p>3. Describe the characteristics, structures, life cycles, and environments of organisms.</p> <ul style="list-style-type: none"> • 3a 3e: Observe and describe the habitats of organisms. (Inquiry 1a-f) • 3d 3e: Recognize that animals have similar needs. Identify some inherited traits of animals (Inquiry 1a-f) • 3e: Observe and identify characteristics among mammals and birds that allow each to survive. (Inquiry 1a-f) 	<p>Week 3-Week 5 (14 days)</p>	<ul style="list-style-type: none"> ❖ Students will make a chart of the major causes of endangerment and extinction. ❖ Students will draw pictures of people harming the environment and pictures of people protecting the environment. ❖ Students will create word webs to name ways human can prevent pollution in our environment. ❖ <u>I See Animals Hiding</u> by Jim Arnosky ❖ <u>Stelaluana</u> by Janell Cannon

		<ul style="list-style-type: none"> • 3c:Analyze how adaptive characteristics help members of a species survive (Inquiry 1a-f) • 3c:Observe and identify characteristics among amphibians, fish, and reptiles that allow each to survive (Inquiry 1a-f) • 3c: Recognize that some animal behavior is instinctive and some is learned. (Inquiry 1a-f) 3c: Predict what will happen to endangered animals whose populations are decreasing every year. (Inquiry 1a-f) 		
1 (B) unit	<p>What are ecosystems? What are forest ecosystems? What is a desert ecosystem? What is a grassland ecosystem? What are water ecosystems?</p>	<p>3. Describe the characteristics, structures, life cycles, and environments of organisms.</p> <ul style="list-style-type: none"> • 3e:Observe and describe the habitats of organisms within an ecosystem (Inquiry 1a-f) • 3a 3c: Recognize that organisms with similar needs compete with each other for resources. 	<p>Week 6-Week 8 (14 days) Allow time for SPMS tests</p>	<ul style="list-style-type: none"> ❖ Students can create a diorama ❖ Posters representing the different ecosystems. ❖ <u>Rain Forest</u> by Helen Cowcher ❖ <u>Desert</u> by Ron Hirschi

		<p>(Inquiry 1a-f)</p> <ul style="list-style-type: none"> • 3a 3e: Identify some living things that make their homes in forest ecosystems. (Inquiry 1a-f) • 3a 3c 3e Recognize that living things have characteristics for surviving in different forest environments. (Inquiry 1a-f) <ul style="list-style-type: none"> • 3e: Identify some living things that make their homes in desert ecosystems. (Inquiry 1a-f) <ul style="list-style-type: none"> • 3e: Identify some living things that make their home in grassland ecosystem (Inquiry 1a-f) <ul style="list-style-type: none"> • 3e: Identify the two main types of water ecosystems. (Inquiry 1a-f) 		
2 (B) unit	How do animals	3. Describe the characteristics, structures,	Week 9-Week	❖ Create a food web

	<p>get food? What are food chains? What are food webs</p>	<p>life cycles, and environments of organisms.</p> <ul style="list-style-type: none"> • 3e:Recognize that energy most living things get from food originated with the sun (Inquiry 1a-f) • 3c 3e:Conclude that all living things get energy from food (Inquiry 1a-f) 3c 3e:Identify characteristics of living things that help them get food (Inquiry 1a-f) 3c 3e: Recognize that animals depend on plants and other animals for energy. (Inquiry 1a-f) 3e: Identify a food chain as a model that shows the movement of food and energy through community. (Inquiry 1a-f) 3e: Recognize that more than one food chain exists in a community. (Inquiry 1a-f) 	<p>10 10 days</p>	<p>❖ <u>Who Eats What? Food Chains and Food Webs</u> by Patricia Lauber</p>
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<p>1 (C) unit</p>	<p>What are minerals and rocks? How do Rocks form? What are fossils?</p>	<p>4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.</p> <ul style="list-style-type: none"> • 4a: Describe what minerals and rocks are. (Inquiry 1a-f) • 4a: Give examples of the uses of minerals and rocks. (Inquiry 1a-f) • 4b: Identify the solid and liquid portions of earth’s structure. (Inquiry 1a-f) • 4b: Identify the three types of rocks and how they form. (Inquiry 1a-f) 4 a: Describe the way people use rocks. (Inquiry 1a-f) • 4g: Describe fossils form. (Inquiry 1a-f) 4g:Give examples of the different types of fossils 	<p>Week11- Week 12 10 days</p>	<ul style="list-style-type: none"> ❖ Examine rock collections. Categorize rocks into groups using a chart that lists characteristics of sedimentary, igneous, and metamorphic rocks. Classify rocks using the luster, streak, and hardness tests. ❖ Visit a gravel pit or gravel driveway. Use magnifying glasses to locate fossils in the rocks. Share “treasures”. ❖ Identify the fossils using charts and other resource materials. ❖ Construct a volcano. Communicate the dynamics of a volcanic eruption. View a video of a volcanic eruption. Have students use “What Happens when the Earth’s Crust Moves?” from <u>Geology</u> by Daniel Spero (Evan – Moor) to demonstrate shifts in the Earth’s crust. ❖ <u>Everybody Needs a Rock</u> by Byrd Baylor ❖ <u>Earth’s Rocks and Fossils</u> by Jim Pike ❖ <u>Rocks and Fossils</u> by William McConnell
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		<p>(Inquiry 1a-f)</p> <p>4g: Recognize where most fossils are found. (Inquiry 1a-f)</p> <p>4g: Describe how fossils show that life has changed (Inquiry 1a-f)</p>		
2 © unit	<p>What are landforms? What are slow Landforms changes? What are rapid landform changes?</p>	<p>4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.</p> <ul style="list-style-type: none"> • 4b 4d: Identify some of the forces that change earth’s surface. (Inquiry 1a-f) <p>4b 4d: Describe the ways different landforms look. (Inquiry 1a-f)</p> <ul style="list-style-type: none"> • 4b: Recognize why landforms constantly change. (Inquiry 1a-f) <p>4b: Describe how wind, water, and ice shape earth’s surface. (Inquiry 1a-f)</p> <p>4b: Identify earthquakes, volcanoes, and floods. (Inquiry 1a-f)</p> <ul style="list-style-type: none"> • 4b: Describe how earthquakes, 	<p>Week 13- Week 14 10 days</p>	<ul style="list-style-type: none"> ❖ Students can create the different types of landforms by poster, modeling clay, etc. ❖ <u>The Summer Sand</u> by Sherry Garland ❖ <u>The Sun, the Wind, the Rain</u> by Lisa Westberg Peters

		volcanoes, and floods change the surface of earth. (Inquiry 1a-f)		
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Grade Level: 3rd
Grading Period: 2nd—9 weeks

Chapter/Unit	Lesson Topic	Objective Number	Approximate Days Needed	Suggested Teaching Strategies
3 © unit	How do soils form? How do soils differ/ How can people conserve soil?	<p>4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.</p> <ul style="list-style-type: none"> ❖ 4a: Identify where soil comes from and how it forms. (Inquiry 1a-f) 4a: Describe the importance of soil. (Inquiry 1a-f) ❖ 4a: Describe how soils are different. (Inquiry 1a-f) ❖ 4a: Identify the kinds of soils 	Week 15 5 days	<ul style="list-style-type: none"> ❖ <u>Dirt: The Scoop on Soil</u> by Natalie M. Rosinsky ❖ <u>Toil in the Soil</u> by Michelle Myers Lackner ❖ <u>Diary of a Worm</u> by Doreen Croinn

		<p>that are good for plants. (Inquiry 1a-f)</p> <ul style="list-style-type: none"> ❖ 4a: Identify ways that soil can be harmed. (Inquiry 1a-f) ❖ 4a: Describe methods of conserving soils. (Inquiry 1a-f) 		
4 © unit	<p>What are resources? What are different kinds of resources? How can we conserve earth's resources?</p>	<p>4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.</p> <ul style="list-style-type: none"> ❖ 4d: Describe what resources are. (Inquiry 1a-f) • 4d: Identify common resources. (Inquiry 1a-f) 	<p>Week 16-Week 18 10 days</p>	<ul style="list-style-type: none"> ❖ <u>The Magic School Bus at the Waterworks</u> by Joanna Cole ❖ <u>Gilberto and the Wind</u> by Marie Hall Ets

		<ul style="list-style-type: none">• 4d: Give examples of how people use resources. (Inquiry 1a-f)• 4d: Identify the resources that will never run out. (Inquiry 1a-f)• 4d: Identify the resources that could be used up. (Inquiry 1a-f)• 4d: Describe recycling, and identify the way recycling saves resources (Inquiry 1a-f).• 4d: Give examples other ways to conserve resources. (Inquiry 1a-f)		
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<p>1 (d) unit</p>	<p>Where is water found on earth? What is the water cycle?</p>	<p>4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.</p> <ul style="list-style-type: none"> • 4c: Identify where water is found on earth. (Inquiry 1a-f) • 4c: Describe the forms of water. (Inquiry 1a-f) • 4c: Describe why water is important. (Inquiry 1a-f) • 4c: Describe how water changes from one form to another. (Inquiry 1a-f) • 4c: Describe how water moves from place to place in the 	<p>Week 19 5 days</p>	<ul style="list-style-type: none"> ❖ Build a model of the water cycle. Place a full pot of water on a hot plate. Hold an aluminum pie pan with tongs over the boiling water. Students will record observations by drawing a picture and labeling the process. ❖ <u>The Magic School Bus at the Waterworks</u> by Joanna Cole ❖ <u>Gilberto and the Wind</u> by Marie Hall Ets
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		water cycle. (Inquiry 1a-f)		
2 (d) unit	.What is weather? How are weather conditions measured? What is a weather map?	<p>4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.</p> <ul style="list-style-type: none"> • 4c: Identify the layers of the atmosphere. (Inquiry 1a-f) • 4c: Define weather. (Inquiry 1a-f) • 4c: Describe what makes up the weather. (Inquiry 1a-f) • 4c: Describe how weather changes. (Inquiry 1a-f) • 4c: Identify the ways 	Week 20-Week 21 10 days	<ul style="list-style-type: none"> ❖ Keep a weekly log of weather conditions. Record the high and low temperature of each day for a week. Graph the results. ❖ Have a local weather person from the t.v. station to come talk to the students about weather. ❖ <u>Cloudy with a Chance of Meatballs</u> by Judi Barrett ❖ <u>Amazing Science: Fluffy, Flat, and Wet-A Book about Clouds</u> by Dana Meachen Rau

		<p>temperature, precipitation, and wind are measured. (Inquiry 1a-f)</p> <ul style="list-style-type: none">• 4c: Describe how people forecast the weather. (Inquiry 1a-f)• 4c: Identify the symbols used on a weather map. (Inquiry 1a-f)		
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Lowndes County Third Grade

MS Frameworks Pacing Guide Worksheet

Grade Level: 3rd

Grading Period: 3rd—9 weeks

Chapter/Unit	Lesson Topic	Objective Number	Approximate Days Needed	Suggested Teaching Strategies
1 (E) unit	What are physical properties of matter? What are solids, liquids, and gases? How can matter be measured?	<p>2. Explain concepts related to objects and materials, position and motion of objects, and properties of magnetism.</p> <ul style="list-style-type: none"> • 2b: Observe physical properties of matter. (Inquiry 1a-f) • 2b: Identify matter as a solid, liquid, or gas (Inquiry 1a-f) • 2b: Describe evaporation. (Inquiry 1a-f) 	Week 22-Week 24 14 days	<ul style="list-style-type: none"> ❖ Demonstrate physical and chemical changes. Have students record observations and results. ❖ <u>What is the World Made of?</u> by Kathleen Weidner Zoehfeld ❖ Learn about Matter, Measurements and Mixtures (Video)

		<p>2. Explain concepts related to objects and materials, position and motion of objects, and properties of magnetism.</p> <ul style="list-style-type: none"> • Demonstrate how to gather information about mass and volume by using appropriate tools to identify physical properties of matter. (Inquiry 1a-f) 		
2 (E) unit	<p>What are physical changes? What are chemical changes?</p>	<p>2. Explain concepts related to objects and materials, position and motion of objects, and properties of magnetism.</p> <ul style="list-style-type: none"> • 2g: Recognize that matter has multiple forms and can be changed from one form to another. (Inquiry 1a-f) • 2g: Describe a 	Week 25 5days	<ul style="list-style-type: none"> ❖ Physical – tear a sheet of paper into pieces. Crumple a piece of paper. Cut an apple in half. Bite into a banana. Sit on a balloon and pop it. Flatten a lump of clay. Dissolve salt in water. ❖ Chemical – dissolve antacid tablet in water. Cook an egg

		<p>chemical change (Inquiry 1a-f)</p> <ul style="list-style-type: none"> • 2g: Recognize that when two or more substances combine, a new substance may form that has a property different from the original substances. (Inquiry 1a-f) 		<p>in a skillet. Burn a match. Make a cookie batter and bake cookies. Combine vinegar and baking soda.</p>
1 (F) unit	<p>How is energy stored? How does energy move? How can energy be changed?</p>	<p>2. Explain concepts related to objects and materials, position and motion of objects, and properties of magnetism.</p> <ul style="list-style-type: none"> • 2d: Demonstrate one way energy can be used to move objects. (Inquiry 1a-f) • 2d: Identify sources of energy and the different forms energy can take. 	<p>Week 26-Week 27 9 days</p>	<ul style="list-style-type: none"> ❖ Contact Four County Electric for a speaker or tour of their corporate office. ❖ <u>Read and Find out: Energy Makes Things Happen</u> by Kimberly Brubaker Bradley ❖ <u>Science in Seconds for Kids</u> by Jean Potter

		<p>(Inquiry 1a-f)</p> <ul style="list-style-type: none"> • 2d: Compare various kinds of stored energy. (Inquiry 1a-f) • 2d: Recognize that energy moves out of a battery and into other objects. (Inquiry 1a-f) • Describe how thermal energy moves as heat. • 2d: Observe that energy can change from one form to another. (Inquiry 1a-f) 		
Use other resources available to you for the Constellation and Moon Unit	Stars, Moons, and Constellations	4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in	Week 28-Week 29 10 days	<ul style="list-style-type: none"> ❖ Google “Oreo Moon Phases” Activity ❖ Observe a constellation of stars for one week.

		<p>Earth and sky.</p> <ul style="list-style-type: none"> • 4f: Describe the different components of the solar system (sun, planets, moon, asteroids, and comets) • Gravitational attraction of the sun • Phases of the moon • Constellations 		<ul style="list-style-type: none"> ❖ Have students bring in one soda can and they punch holes in the lids resembling the shape of a given constellation. Then use a flashlight to illuminate. ❖ Students complete and identify dot to dot star pattern worksheet. ❖ Organ Wise guys in school field trip. Contact your school nurse. ❖ <u>Space Songs</u> by Myra Cohn Livingston ❖ <u>Sky All Around</u> by Anna Grossnickle Hines
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<p>Human Body Unit Use other resources</p>	<p>Human Body</p>	<p>3. Describe the characteristics, structures, life cycles, and environments of organisms.</p> <ul style="list-style-type: none"> • 3b: Identify and describe the 	<p>Week 30-Week 32 15 days</p>	<ul style="list-style-type: none"> ❖ Body Works-contact MSU extension service. ❖ Make booklets ❖ Students trace their bodies on butcher paper and label organs and muscles.
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		purpose of the digestive, nervous, skeletal, and muscular systems of the body.		<ul style="list-style-type: none">❖ Google “Dem Bones” song and lyrics for bones.❖ <u>More Parts</u> by Ted Arnold❖ <u>Parts</u> by Ted Arnold❖ <u>Even More Parts</u> by Ted Arnold❖ <u>Magic School Bus: Human Body</u> (Video and Book)
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Lowndes County School District

Science Pacing Guide

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