

Scope & Sequence Grade 3

** Click on highlighted link to go to all websites

** Teacher suggested enrichment activities in ().

**A power point presentation can be found for most objectives on our county website,
<http://jc-schools.net/http://jc-schools.net/>

**Videos, blackline masters, and lesson plans can be found at [United Streaming-US](#)

Week	Topic	Alignment	Lesson Development	Activities & Resources	Textbook Alignment
2 Weeks	Cell structure and Function	<p>Recognize that living things are made of smaller parts:</p> <p>Use magnifiers to study the parts a function of plants, Use magnifiers to observe what occurs when a plant loses a specific part, recognize the importance of plant parts and how they are essential to the plant's life</p>	<p>Class discussion about plants and how they survive. Students may complete a KWL chart. Students may also view a United Streaming video to introduce plants.</p> <p style="text-align: center;">—————→</p> <p>Experiment from <i>Apples, Bubbles, and Crystals Your Science ABC's</i> by Bennett & Kessler: Letter L (Liquid Lens)</p>	<p>(Students can draw and label the parts of a plant and animal)</p> <p><i>Scott Foresman</i> p. 268 "Tops and Bottoms", <i>Scott Foresman</i> p. 138 "Flowering Plants" <i>Discover Science</i> p. 9- Observing leaves</p> <p>Leveled Readers: <i>The Little Wagon, The River Rescue, The Bimbles</i></p> <p>Trade Book- <i>Stellaluna</i></p>	<p><i>Harcourt Science</i> – Chapter 1</p> <p><i>Discover Science</i> – Chapter 1</p>

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3 weeks	Interaction between living things and their environment	<p>Recognize the differences among living and non-living things:</p> <p>Examine an object's characteristics to determine if the object is living or non-living</p> <p>Examine interrelationships among plants, animals, and their environment.</p>	<p>Class discussion on animals and their groups: reptiles, mammals, birds etc. Have students complete a KWL chart for each group of animals</p> <p style="text-align: center;">→</p> <p>Blindfold student and have them guess using all senses. Examples: Smell an onion, taste dill pickle, touch a wire brush, listen to sound on tape, and look at blob of paint telling what they "see".</p>	<p>US-<i>All parts of A Whole, Exploring the Diversity of Life: Life in Layers.</i></p> <p><i>Scott Foresman</i> p. 140 "Fly Traps! Plants That Bite Back"</p> <p>Make fly trap game p.140 (Imagine This).</p> <p>(Prepare an activity utilizing the 5 senses)</p> <p>US-<i>Concepts in Nature: Where Animals Live</i></p> <p>(Call the agriculture Extension Office @ 397-2969 to schedule a speaker to visit classroom.)</p> <p>Leveled Readers: <i>The Little Wagon, The River Rescue, The Bumbles</i></p>	<p>Chapter 2-<i>Discover Science</i></p> <p>Chapter 2-<i>Harcourt Science</i></p> <p>Chapter 1-<i>Science Anytime</i></p>

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	Continued: Interactions Between Living Things and Their Environment		<p style="text-align: center;">—————→</p> <p>Experiment from <i>Apples, Bubbles, and Crystals Your Science ABC's</i> by Bennett & Kessler: Letter N (Nosing Around)</p>	<p>Leveled Readers: <i>Raven and Loon, Raven Chickens, Gone, Big and Small Homes for All</i></p> <p>(Make a chart and have students categorize animals into groups: reptiles, birds, mammals etc.)</p>	
1 week	Food Product. and Energy for life	<p style="text-align: center;">Recognize the basic requirements of all living things</p> <p style="text-align: center;">Explain how animals depend on plants to meet their need for energy</p>	<p>Class discussion about plants and how they survive. Students may complete a KWL chart</p> <p>Before introducing this objective, students can review what they have learned about plants.</p> <p>Students can make prediction regarding what will happen if a plant loses a particular part.</p> <p style="text-align: center;">—————→</p> <p>Experiment from <i>Apples, Bubbles, and Crystals Your Science ABC's</i> by Bennett & Kessler: Letter V (Veggies with Vigor)</p>	<p>. <i>US-All parts of A Whole, Exploring the Diversity of Life- Life in Layers.</i></p> <p><i>Scott Foresman</i> p. 140 “Fly Traps! Plants That Bite Back”</p> <p>Make fly trap game p.140 (<i>Scott Foresman-Imagine This</i>)</p> <p>Leveled Readers: <i>Raven and Loon, Raising Chickens, Gone!</i></p>	<p>Chapter 1-3, <i>Discover Science</i></p> <p>Chapters 1-2/ Units A-B, <i>Harcourt Science</i></p> <p>Sections A, B, and C- <i>Science Anytime</i></p>

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1 week	Continued: Food Product. and Energy for life	<p style="text-align: center;">Recognize the basic requirements of all living things</p> <p style="text-align: center;">Explain how animals depend on plants to meet their need for energy</p>		<p>(Each student will be given the opportunity to build a habitat for a specific animal. They will be done in a box and called a diorama.)</p> <p>(Students will grow beans in ziplock bags:</p> <p>Wet several layers of papertowels, Fold and place inside bag, scatter 8-10 beans inside bag, seal bag, place in classroom and watch process begin. This makes an excellent opportunity for keeping a daily scientific journal).</p>	

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	<p>Continued:</p> <p>Food Product. and Energy for life.</p>			<p>Students can illustrate the food chain. This is an excellent opportunity for the Art teacher to facilitate:</p> <p>Make a model of a food chain and observe that the links of a food chain depend on each other. See p. 57 in <i>Discover Science</i></p> <p>US- <i>Exploring the Diversity of Life: Go Climb a Tree & Water Smart: Water as a Natural Resource</i></p> <p>US- Food Energy and You TLC Elementary School: Earth's Energy</p>	

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	<p>Continued:</p> <p>Food Product. and Energy for life.</p>			<p>If available, die cuts of plant parts are available that can be made for each student to assemble</p> <p>Teacher will display a stalk of celery or flowers in a glass jar. Add red food coloring to water in the jar. Students can witness function of the stem or roots as the water travels to the top. The process is not immediate but provides students with several days to experience this process.</p> <p>Contact a florist to donate old flowers which will give students the opportunity to examine parts of a plant.</p> <p>Leveled Readers: <i>Annie's Plants, Seed Surprise, Getting Job Done</i></p>	

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6 weeks	Heredity And Reproduction	<p>Recognize that living things reproduce</p> <p>Recognize that organisms develop the ability to reproduce as they mature.</p> <p>Recognize that offspring tend to resemble their parents</p> <p>Note similarities and differences between parents and offspring</p> <p>Recognize that the appearance of plants and animals changes as they mature</p> <p>Describe how an organism (eg. frog, butterfly) changes as it matures</p>	Complete a KWL chart	<p>Use video: Amazing animal series , Animal babies, Animal Life Cycle, Schlessinger Science Library</p> <p>Play a Milton Bradley Memory Game for mature animals and babies.</p> <p>Us worksheets that follow the life cycle of the frog or butterfly (students color them, cut, and glue onto construction paper in order. They can also label the stages.</p>	<p><i>Harcourt Science</i> Chapters 1, 2 of Unit A</p> <p><i>Discover Science</i> Chapter 2</p> <p><i>Science Anytime</i> Lesson 1, 2 of Unit A</p>
3 weeks	Diversity and Adaptation Among Living Things	<p>Recognize the differences among plants and animals of the same kind.</p> <p>Provide specific examples of difference among plants of the same kind</p> <p>Recognize that living things have feathers that help them to survive in different environments</p> <p>Specify the features that enable a plant or animal to survive in its environment</p>	<p>Complete a KWL chart. Students may complete as a group or individual.</p> <p>Teacher may bring examples of animals and plants of the same kind and discuss the differences among them.</p> <p style="text-align: center;">—————→</p> <p>Leveled Readers:</p> <p><i>Big and Small Homes for All</i></p>	<p>Use hands-on objects to sort by group, <i>Scott Foresman-Imagine That</i> p. 214 (“Shapes and Sizes of Sea Birds”). <i>Scott Foresman-Imagine That</i>, p. 216 “Nights of the Puffins” Debbie Greenthumb’s- The Importance of Plants to our World</p>	<p><i>Harcourt Science</i> Chapters 1, 2 of Unit A</p> <p><i>Discover Science</i> Chapter 2</p> <p><i>Science Anytime</i> Lesson 1, 2 of Unit A</p>

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2 days	Biological Change	<p>Recognize that some plants and animals that once lived are no longer found on earth</p> <p>Give examples of organisms that have become extinct.</p>	Have a class discussion on <u>endangered</u> species and <u>extinct</u> species	<p>(Students will use clay to mold impressions of plant parts, shell, rock etc. to form a modern “fossil”).</p> <p>(Allow students to use the internet to research an extinct organism).</p> <p><i>US-The Importance of Plants to Our World</i></p> <p><i>Scott Foresman, Imagine This p.232 “Saving the Whooping Crane”</i></p>	<p><i>Harcourt Science - Chapter 2 of Unit A, Lesson 5</i></p> <p><i>Discover Science- Lesson 1 of chapter 4</i></p>
<p>Chp. 1- 8 days</p> <p>Chp. 2- 10 days</p> <p>Chp. 3- 12 days</p> <p>Total 30 days</p>	Earth an Its Place in the Universe	<p>Recognize that different objects appear in the day and night sky.</p> <p>Recognize that a telescope serves as a tool for observing distant objects</p> <p>Recognize that planets are major features o f the universe</p>	Use power point from Science on-line for a visual understanding of night and day. Have a class discussion about what we see during the night and day.	<p>(Allow students time to examine an actual telescope).</p> <p><i>Scott Foresman- Imagine This p. 164-“ Guys from Space”</i></p>	<p><i>Harcourt Science – Chapter 1-3 of Unit D</i></p> <p><i>Discover Science- Chapter 12 Science Anytime- Lesson 2 of Unit E</i></p>

Week	Topic	Alignment	Lesson Development	Activities & Resources	Textbook Alignment
	Continued: Earth and Its Place in the Universe			<p>US- TLC <i>The Story of Our Solar System,</i></p> <p><i>Junior Space Scientist: Our Solar System,</i></p> <p><i>Weather Smart: The Water Cycle and Clouds</i></p> <p>Leveled Reader: <i>Your New Planet</i></p>	
Chp. 1-8 days Chp. 2-10 days	Atmospheric Cycles	<p>Recognize daily and seasonal weather changes</p> <p>Compare cloud types with specific weather conditions</p> <p>Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments</p>	<p>Introduce this topic by having a class discussion regarding the different kinds of weather and what kinds of clouds you see (what does the sky look like during a storm, a clear day, before a tornado etc.)</p>	<p>(Students will fold a sheet of paper into ¼ sections: Students will label each box with a season. Students can cut appropriate clothing from old catalogs and magazines and glue in matching box).</p>	<p><i>Harcourt Science – Chapter 2 of Unit D</i></p>
Total 18 days		<p>Explain how changes in temperature, precipitation, wind speed/direction result in different weather conditions</p> <p>Use data to prepare an illustration of a specific day’s weather</p>	<p>—————></p> <p>Experiments from <i>Apples, Bubbles, and Crystals Your Science ABC’s</i> by Bennett & Kessler: Letter T (Twist and Spout), Letter C (Crystal Creations)./From <i>Teaching Chemistry with Toys</i> by Sarquis, Sarquis, and Williams: <i>P. 19-24 Crystal Pictures p. 31-36 Smell – Good Diffusion Ornaments p. 37-44 Smelly Balloons p. 45-51 The Scratch and Sniff Challenge p. 67-74 Are Mittens Warm?</i></p>	<p>Students will create clouds from cotton balls and glue on paper).</p> <p>Leveled Readers: <i>Do Animals Know? The Storm, Crash!Flash! Flood and Famine</i></p>	<p><i>Discover Science- Chapter 11</i></p> <p><i>Science Anytime- Lesson 2 of section C in Unit D</i></p>

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	Continued : Atmospheric Cycles			<p>US – <i>Weather Smart: Weather, Reasons for the Seasons</i></p> <p>Poetry Readings p. 236-237</p> <p>Create a “Cloud in a Jar” (From Workbook (Harcourt) TR p. 76</p> <p><i>Scott Foresman p. –Picture This p. 62</i> “Thunder Cake “ p. 182 “Tornado Alert(<i>Imagine That</i>) (Students will fold paper into ¼’s and label each box with a season. Students will draw a tree to match each box. Each box will have a complete sentence describing each season.</p> <p>Harcourt Science p. D28-D47 (cycles on Earth and in Space).</p>	

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	Continued : Atmospheric Cycles			<p>Make a rain guage with jar and ruler</p> <p><i>Saxon Math Lesson #19</i></p> <p><i>Scott Foresman- Picture This</i> p. 62 “Thunder Cake” (students can record data of weather given in story).</p> <p>US- Rain or Shine: <i>Understanding the Weather,</i></p> <p><i>Heat, Temperature, and Energy,</i></p> <p><i>Weather Smart: Heat, Wind, and Pressure</i></p> <p>Make a tornado in a bottle: Fill a clean empty 2-liter bottle with $\frac{3}{4}$ of water. Attach another clean empty 2-liter bottle to top of bottle with water making one container. Shake bottle and turn upside down. As water moves, a funnel forms</p>	

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1 weeks	Earth Features	<p>Identify the earth’s major geological features</p> <p>Compare and contrast a variety of different landforms and bodies of water</p>	<p>Show a video from library on landforms followed by a class discussion.</p>	<p><i>Scott Foresman Imagine That!</i> p. 200 “Danger Icebergs”</p> <p>Locate any of this information in your Social Studies textbook. The possibilities are endless!</p> <p>Power point from Science on-line.</p>	<p><i>Harcourt Science</i> Chapter 2 of Unit C</p> <p><i>Discover Science</i> Chapter 11</p>
2 weeks	Earth Resources	<p>Recognize that there are a variety of earth materials that have basic observable and measurable properties</p> <p>Explain the relationship between rocks and minerals</p> <p>Identify common types of rocks</p> <p>Realize that earth materials can be recycled or conserved</p> <p>Identify materials and resources that can be reused</p>	<p>Have a class discussion about resources that we use examples: trees for paper and buildings etc.</p> <p>Use the United Streaming video to introduce this topic</p> <p>Experiment from <i>Apples, Bubbles, and Crystals Your Science ABC’s</i> by Bennett & Kessler: Letter O (Oceans in a Bottle)</p>	<p>US-Rocks and Mineral: The Hard Facts, Elementary School: Protecting Our Planet, People and the Environment: Ecosystems, Populations, and habitats</p> <p>Have students create something from trash, locate a rock kit to meet this objective,</p>	<p><i>Harcourt Science</i> Chapters 1-4</p> <p><i>Discover Science</i> Chapter 9</p>

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	Continued: Earth Resources			Display teacher – gathered objects (man-made): Put dirt in zip-lock bag, Put water in ziplock bag, show empty ziplock bag for air. Now let students decide if objects are natural or man-made	
2 weeks	Forces and Motion	<p>Realize that basic concept that forces can move objects (push/pull)</p> <p>Describe the relationship between the amount of force applied to an object and the distance the object moves.</p> <p>Recognize that objects move differently on different surfaces.</p> <p>Recognize that magnets can move objects without touching them.</p> <p>Observe and predict how the weight of an object and its position affect balance</p> <p>Describe how changing the position of an object affects a balanced system</p>	<p>Use a cart or chair on wheels to demonstrate how the amount of force placed on an object makes it travel. Have a class discussion about the results</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">Use a scale adding weight to one side. Discuss what the students notice about what they see.</p> <p>Experiment → from <i>Apples, Bubbles, and Crystals Your Science ABC's</i> by Bennett & Kessler: Letter M (Magnets on the Move), Letter D (Drop Dragster), Letter H (Happy Helicopter)</p>	<p>Have a tug-of-war with an uneven number of student on each side to demonstrate this objective.</p> <p>Have student walk or roll a toy car on different surfaces(grass, tile, carpet, gravel etc. Return to class and have students discuss their observations</p>	<p><i>Harcourt Science</i> – chapter 3</p> <p><i>Discover Science</i> chapters 6,7</p> <p><i>Science Anytime</i> Lesson 1 & 2 of section A in unit C</p>

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	Continued: Forces and Motion			<p>Experiment with magnets and metal objects: paper clips, coins, staples</p> <p>Locate balance scales to show balance.</p> <p>US- <i>Discovering Simple Machines: Work and Energy</i></p>	

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11 days	Structure and Properties of Matter	<p>Recognize that objects have observable properties that can change over time and under conditions</p> <p>Classify materials according to their physical properties</p> <p>Select and use appropriate tools to observe and measure the physical properties of materials.</p>	<p>Sort teacher-gathered objects and have a class discussion about their shape, size, color, and size using complete sentences. Make students aware that these are properties(size, shape, color etc.).</p> <p>Experiment from <i>Apples, Bubbles, and Crystals Your Science ABC's</i> by Bennett & Kessler: Letter E (Egg –Stra Egg-citment), Letter F (Floating Feasts), Letter G (Moo to Glue), Letter P (Fantastic Plastic) From <i>Teaching Chemistry with Toys</i> by Sarquis, Sarquis, and Williams: p.25-30 Crayon Prints from a Change of State</p>	<p><i>Saxon</i> #52, #92, #96, #124</p> <p>Create game “Guess the Covered Object”: Students will be given a property fo an object and asked to guess.</p> <p>Make students aware of the purpose of a ruler, scale, thermometer, and use of our five senses</p>	<p><i>Harcourt Science</i> Chapters 1&2 of Unit E</p> <p><i>Discover Science</i> Chapter 5</p>
6 days	Interactions of Matter	<p>Investigate the kinds of changes that occur when different types of matter interact</p> <p>Explain how materials change their form, color, or texture when they are mixed, separated, or heated</p>	<p>Review the previous lessons on matter. Complete a KWL chart</p> <p>→ Experiment from <i>Apples, Bubbles, and Crystals Your Science ABC's</i> by Bennett & Kessler: Letter A (Apples with Appeal), Letter B (Bubbles without Trouble), Letter I (Ice Antics), Letter J (New Juice Use). From <i>Teaching Chemistry with Toys</i> by Sarquis, Sarquis, and Williams: p. 11-18, p. 87, p. 93, p.99</p>	<p>Allow students to watch ice melt, observe leaves changing colors, evaporation, and paper burning,</p> <p>Mix baking soda and vinegar to create a chemical change</p>	<p><i>Harcourt Science</i> Chapter 1 of Unit E, Chapter 2 of Unit E</p> <p><i>Discover Science</i> Chapter 5</p> <p><i>Science Anytime</i> Lesson 1 of Section B</p>

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	Continued : Interactions of Matter			<p>After a teacher demonstration of cutting paper, breaking a pencil, slicing an apple, and bending a paper clip, students will recognize the look of the objects changed but the matter remains the same.</p> <p>Combine rice and paper clips. A mixture can be separated. How would you do that? A magnet of course!</p> <p><i>US- Matter and Its Properties- Measuring Matter, Matter and Its Properties: What Makes Up Matter,</i></p> <p><i>Matter: Building Blocks of the Universe</i></p>	

Week	Topic	Alignment	Lesson Development	Activities & Resources	Textbook Alignment
4 weeks	Energy	<p>Realize that the sun is the main source of earth’s heat and light energy.</p> <p>Analyze data to explain the heating and cooling of land air, and water.</p> <p>Recognize that sound is produced when objects vibrate</p> <p>Explain how sounds are produced.</p> <p>Differentiate between pitch and volume</p>	<p>Introduce topic with US video – <i>Heat, Temperature, and Energy</i></p> <p>—————→</p> <p>Experiment from <i>Apples, Bubbles, and Crystals Your Science ABC’s</i> by Bennett & Kessler: Letter K (A Kooky Kazoo!), Letter Q (Quick Quackers).</p>	<p>Compare and contrast seasons</p> <p>Compare and contrast the power of the sun on our skin, clothing, paper etc.</p> <p>Have the music teacher use instruments to demonstrate:</p> <p>Fill several identical glass jars with different water levels. Strike jars with metal spoon to determine pitch and volume.</p> <p><i>Discover Science</i> p. 163 (Tuning Fork)</p>	<p><i>Harcourt Science</i> chapter 1-3 of Unit F</p> <p><i>Discover Science</i> Chapter 7, 8</p> <p><i>Science Anytime</i> Lesson 3 of Unit B</p>