


3rd Grade - Elementary Science Bundle # 8

Title		Suggested Dates
Structures & Functions of Environments		2/1/10 – 2/19/10 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
Environments have structures and functions that work together as a system and support the growth and life of organisms.	<p>What are the physical characteristics of an environment?</p> <p>How do the physical characteristics of an environment help an organism (population/community) meet basic needs?</p> <p>How do rapid changes to the Earth affect our daily life?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)
<p>NEW TEKS: 3.9 Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments.</p> <p>3.9a observe and describe the physical characteristics of environments and how they support populations and communities within the ecosystem</p> <p>CURRENT TEKS 3.8 Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live.</p> <p>3.8a observe and describe the habitats of organisms within an ecosystem</p>	<p>Build a general model of an environment – develop vocabulary of populations and communities – and connect how the living and non-living parts of the environment relate and interact – in every environment.</p> <ul style="list-style-type: none"> • Select environments to model from major ecosystems such as: Rainforest, Marine, Arctic/Antarctic, Cave, Freshwater, Desert, Grassland (Prairie), Wetlands <p>TEACHER NOTE: Rather than focus on separate types of ecosystems or environments – realize that all environments have the same parts and function as systems in the same way – this allows students to build the concept and transfer the knowledge regardless of the specific context</p>	<p>Resources listed here apply to the entire bundle.</p> <p>Science Notebooks</p> <p>IF I TRY (Intranet)</p> <p>KLEW/ Claims & Evidence</p> <p>PISD Elem Science Homepage</p> <p>PISD K-5 Equipment Alignment</p> <p>TAKScopes Habitats and Ecosystems</p> <p>AIMS 3rd Grade Texas Core Curriculum Life Science Book “Paste Up Habitats” pp. 28-53 “Ecosystem Scramble” pp. 56-100 “Where Can Animals Live?” pp. 269-280 “Habitat Changes” pp. 111-117</p>

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<p>NEW TEKS: 3.9 Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments.</p> <p>3.9c describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations</p> <p>CURRENT TEKS 3.8 Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. 3.8c describe environmental changes in which some organisms would thrive, become ill, or perish</p>	<p>Note that the new TEKS include moving to a new area when the environment changes</p>	<p>TAKScopes Environmental Changes</p> <p>AIMS 3rd Grade Texas Core Curriculum Life Science Book “Shrinking Supplies” pp. 133-137 “Staying Alive: pp. 138-144</p>
<p>NEW TEKS: 3.8 Earth and Space. The student knows there are recognizable patterns in the natural world and among objects in the sky.</p> <p>3.8a observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation</p>	<p>Use data previously collected from all sources to support discussion about the impact of weather on various environments and the organisms in those environments</p>	<p>Weatherbug</p> <p>TAKScopes Topic: Earth Science 4th – Patterns of Change: Weather Student Journal pp. 2-3 – Weather Data Chart (eliminate Cloud Type)</p>
<p>NEW TEKS: 3.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate practices.</p> <p>3.1a demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat</p> <p>3.1b make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics</p> <p>CURRENT TEKS 3.1 Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. 3.1a demonstrate safe practices during field and laboratory</p>	<p>No tasting or touching unless instructed Safe smelling – wafting Goggles Wait for teacher directions No glassware Students do not handle hot water, hot plates or burners. Washing hands after science activities</p> <p>Review investigation safety procedures [directly point out precautions, possible safety risks, specific guidelines for the lesson] for both indoor and outdoor activities, as applicable. In addition, encourage students to identify these on their own throughout the year [document in science notebooks via words and/or pictures]</p> <p>Proper handling of materials: When possible, return natural resources back to their environment.</p>	<p>PISD Safety Website -Safety Contracts, games, etc -Science Safety is Elementary (for teachers) -Safety in the Elementary Classroom (for teachers)</p> <p>DuPont Science Safety Zone website</p> <p>Texas Science Safety Standards</p>

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<p>investigations 3.1b make wise choices in the use and conservation of resources and the disposal or recycling of materials</p>		
<p>NEW TEKS: 3.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p> <p>3.2a plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a particular problem in the natural world</p> <p>CURRENT TEKS 3.2 Scientific processes. The student uses scientific methods during field and laboratory investigations. 3.2a plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology</p>	<p>These should be guided by / modeled by, and conducted as a group rather than independently.</p> <p>Teacher model the investigative / decision making process using the Think-Aloud technique</p> <p>The New TEKS do not hold students accountable for “experimental” investigations in 3rd grade, so they do not need to learn the specific terms of the Scientific Method, such as “hypothesis”, although the teacher can use them during investigations to introduce/model the vocabulary.</p> <p>Formal and informal terms in all areas of science should be used interchangeably for exposure.</p> <p>The emphasis in all types of investigations is the <u>systematic approach</u> used: students form questions or define a problem and develop a plan to answer their question or solve the problem using appropriate tools to implement the plan.</p> <p>Develop questions using resources such as Science Notebooks, KLEW charts and students sharing with one another EX: What are the physical characteristics of a desert that support the survival of organisms like a cactus and a lizard? OR What would happen to the organisms in a forest after a forest fire?</p> <p>Class discussion is a critical element to allow students to elaborate and build understanding</p> <p>Record their ideas, the process and discussion points in Science Notebooks</p>	
<p>NEW TEKS: 3.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p> <p>3.2b collect data by observing and measuring using the metric system and recognize differences between observed and measured data</p> <p>CURRENT TEKS</p>	<p>Connections: Math TEK 3.11a: linear measurement using standard units (Metric) Math TEK 3.12 measure temperature using a thermometer (Celsius)</p> <p>Also include the following measurements to the nearest whole number: Mass (g.) using double pan balance with gram masses Volume (ml.) using beakers and/or graduated cylinders</p>	

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<p>3.2 Scientific processes. The student uses scientific methods during field and laboratory investigations. 3.2b collect information by observing and measuring</p>	<p>Predict mass based on characteristics they see – which soil sample “looks” heavier. Put soil samples in order from predicted lightest to heaviest – then test the prediction by finding the mass of each sample. This can be comparative mass – comparing samples on the double pan balance.</p>	
<p>NEW TEKS: 3.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p> <p>3.2d analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations</p> <p>CURRENT TEKS 3.2 Scientific processes. The student uses scientific methods during field and laboratory investigations. 3.2c analyze and interpret information to construct reasonable explanations from direct and indirect evidence</p>	<ul style="list-style-type: none"> • Student generated explanations with justifications of reasoning. • This can be whole group, small group, partners or individuals • Both verbal and written in Science Notebook <p>The KLEW format is a graphic organizer that allows students to record learning pieces and show the connection to evidence</p>	
<p>NEW TEKS: 3.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p> <p>3.2f communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion</p> <p>CURRENT TEKS 3.2 Scientific processes. The student uses scientific methods during field and laboratory investigations. 3.2d communicate valid conclusions</p>	<p>Orally Written , and pictures in science notebook</p> <p>Discussion is important here as students compare results and make specific connections between the investigation – the concepts – and the supporting vocabulary</p> <p>Labeling of technical drawings, diagrams and pictures is a huge support for vocabulary development so that students will have a model to connect to the text</p>	
<p>NEW TEKS: 3.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p> <p>3.2c construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data</p> <p>CURRENT TEKS 3.2 Scientific processes. The student uses scientific methods during field and laboratory investigations. 3.2e construct simple graphs, tables, maps, and charts using</p>	<p>Also connects to: Math TEKS 3.13a: Collect, organize, records, and display data in pictographs and bar graphs Math TEKS 3.15a: Explain and record observations using objects, words, pictures, numbers, and technology.</p> <p>Initial support for recording collected information should be more guided in the beginning of the year and move toward students making independent decisions on which type of graphic organizer to use as the year progresses.</p> <p>Use Science Notebook to build the skill of constructing ways to record data.</p>	

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<p>tools including computers to organize, examine and evaluate information</p>		
<p>NEW TEKS: 3.3 Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.</p> <p>3.3a in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations so as to encourage critical thinking by the student</p> <p>CURRENT TEKS 3.3 Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions.</p> <p>3.3a analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information</p>	<p>Continue to support building understanding of using a <u>systematic approach</u> to solve a problem or answer a question</p> <p>The key here is to support students as they observe the world and the results of their investigations and build their critical thinking by looking at those results as evidence that supports a concept.</p> <p>Use the KLEW graphic organizer to support this process.</p> <p>Use reflective discussions to develop and answer questions about the scientific concepts studied:</p> <p>EX of Critical Questioning: What is the environmental impact of building a new shopping center or highway? OR How can humans lessen the environmental impact of building a new shopping center or highway</p> <p>Student should use and reference their Science Notebooks and one another</p>	
<p>NEW TEKS: 3.3 Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.</p> <p>3.3c represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials</p> <p>CURRENT TEKS 3.3 Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions.</p> <p>3.3c represent the natural world using models and identify their limitations</p>	<p>For every model used during the year, ask the following questions:</p> <ul style="list-style-type: none"> • What is the model for? • What do the parts of the model represent? • How is the model the same as its target – the real thing? • How is the model different from its target – the real thing? • How well does the model represent its target? What can it not show? (limitations) <p>Use different models of each concept target where each different model is designed to highlight a different important part of the overall concept. The questions allow you to focus on each part of each model so that when all those parts combine, a better mental model is created for students</p>	
<p>CURRENT TEKS 3.3 Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions.</p> <p>3.3d evaluate the impact of research on scientific thought, society, and the environment</p>	<p>Consider this through each unit of the year...it is an open discussion. There is an opportunity during Bundle 12 to focus more directly on this S.E.</p>	

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<p>NEW TEKS: 3.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry.</p> <p>3.4a collect, record, and analyze information using tools including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models, timing devices including clocks and stopwatches and materials to support observation of habitats of organisms such as terrariums and aquariums</p> <p>3.4b use safety equipment as appropriate, including safety goggles and gloves</p> <p>CURRENT TEKS 3.4 Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. 3.4a collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses</p>	<p>Metric units of measurement only Double pan balance with and without weights, platform scale, beakers, graduated cylinders, hand lenses, magnets, notebooks</p> <p>Can include microscopes for further study.</p> <p>TEACHER NOTE: Teaching the proper use of tools should be scaffolded:</p> <ol style="list-style-type: none"> 1. Tools are modeled 2. Students are exposed through group interaction and then, 3. Individuals develop skills through multiple opportunities for practice during the year. <p>Tools and equipment, including senses, should be used in authentic learning settings including during an outside field investigation</p>	
<p>NEW TEKS: 3.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.</p> <p>3.2e demonstrate the repeated investigations may increase the reliability of results</p> <p>CURRENT TEKS 3.4 Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. 3.4b demonstrate that repeated investigations may increase the reliability of results</p>	<p>Repeated trials will not need to be done on every hands-on/ minds-on investigation during the year.</p> <p>There should be an opportunity to discuss or have a mini-lesson on the reason for repeating investigations during each bundle.</p> <p>It is good to remember that many demonstrations and investigations in science do not work in the classroom on a particular day – however, that is a great time to discuss repeating a test to get a more valid result – even if there is no time to actually try the demonstration or investigation again that day.</p>	