

Grade 3 Life Sciences

Unit Lesson Plan

Grade: Grade 3

Strand: Life Sciences

Benchmarks:

- **LS.1.A.** Describe the component part of living things (e.g. birds have feathers; people have bones, and their major functions).
- **LS.1.B.** Categorise living organisms using a variety of observable features (size, colour, shape, backbone).
- **LS.1.C.** Describe and compare characteristics of living things in relationship to their environment.
- **LS.1.D.** Describe how living things depend on one another for survival
- **LS.1.E.** Understand the competitive interdependent cyclic nature of living things in the environment.
- **LS.1.F.** Utilise scientific method including identification of a problem, developing research questions, collecting data and communicating the problem, the evidence and the conclusion and use the collaborative approach.
- **LS.1.G.** Explain that scientists use different kinds of investigation depending upon the questions. Employ equipment, tools, and a variety of techniques and information sources to gather, analyse and interpret data.

Lesson 1: Compost Advocacy

Lesson 2: Who's Your Family?

Lesson 3: Create an Organism

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Lesson Plan	Compost Advocacy
Lesson Duration	
Reference	<i>LS.1.F. Utilise scientific method including identification of a problem, developing research questions, collecting data and communicating the problem, the evidence and the conclusion and use the collaborative approach.</i>

Objectives

Understand the composting process.

Summary of Tasks

(1) Start the school year with a compost activity. Initiate with an investigation into the state of the compost bin. Identify positives and negatives.

(2) Create plan of management to correct negatives. Include a Compost Advocacy activity to spread awareness and educate about good composting practices.

(3) Over the course of the term they can observe if their campaign is working. Has the problem been resolved? Are students more aware of compost practices?

Materials

Garden Journal
Poster materials

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Lesson Plan	Who's Your Family?
Lesson Duration	
Reference	<i>LS.I.A. Describe the component part of living things (e.g. birds have feathers; people have bones, and their major functions.)</i> <i>LS.I.B. Categorise living organisms using a variety of observable features (size, colour, shape, backbone).</i>

Objectives

Understand how to identify plants and animals in the garden.

Summary of Tasks

(1) Students will be instructed to explore in the Garden to locate three different species; 1) plant, 2) animal, 3) insect. In their journal, list their names.

(2) Research what species they have found. What are the component parts of the organisms? Create a sketch of each in the Journal.

(3) Accompany each sketch with a short written description of the parts and structure.

Materials

Research tools (internet/library)
Garden Journal

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Lesson Plan	Create an Organism
Lesson Duration	
Reference	<i>LS.I.C. Describe and compare characteristics of living things in relationship to their environment.</i> <i>LS.I.D. Describe how living things depends on one another for survival.</i>

Objectives

To utilize knowledge of living things to create an imaginary organism that would suit our environment.

Summary of Tasks

(1) Review with class the types of living things we find in the BVI. What sort of habitat do we have? What are the common species found here? What are their characteristics?

(2) Students should choose one habitat and create an imaginary species that could live there. This can be drawn or modeled using clay or recycled materials.

(3) The student must be able to describe the different parts of their creature and explain logically how they help the creature survive in its habitat.

Materials

Recycled materials, clay or colours
Garden Journal