

Instructional Guide

Grade Level Third Grade Subject Science School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1st 6 weeks					
1 st 6 weeks		3.1.a. Classify substances as soluble Examples: soluble-sugar in water, powdered drink in water; 3.1.b. Classify substances as insoluble Examples: insoluble-sand in water, oil in water	Scott Foresman Science Chapter 11 pages 300-309, 314-315 SFS Leveled Readers Terms soluble and insoluble not used in textbook. Vocabulary: soluble, insoluble, solution Pre-teach vocabulary, use graphic organizers, flip chart activities Supplement with teacher created worksheets		

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1 st 6 weeks		3.2 Identify physical and chemical changes of matter. Examples: physical-chopping wood, chemical-burning wood	<p>Scott Foresman Science Chapter 10, pages 279-281 SFS Chapter 11 pages 302-320 SFS Chapter 13, pages 368-369 SFS Leveled Readers</p> <p>Vocabulary: physical change, chemical change</p> <p>Pre -teach vocabulary, use graphic organizers, flip chart activities</p> <p>Supplement with teacher created worksheets</p>		

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1 st 6 weeks		3.5. Identify the relationship of simple machines to compound machines Example: pencil sharpener composed of a wheel and axle, inclined plane, and wedge	Scott Foresman Science Chapter 12 pages 338-345 SFS Leveled Readers SFS Flip chart pages 23-24 Compound machines not in text. Need to gather materials Pre-teach vocabulary, use graphic organizers, flip Vocabulary: simple machine, wheel and axle, inclined plane, wedge, lever, screw, pulley, compound machine		

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2 nd 6 weeks					
2 nd 6 weeks		3.8. Identify how organisms are classified in the Animalia kingdom	<p>**NOT covered in Scott Foresman text</p> <p>Use teacher created supplemental resources</p> <p>Vocabulary: mammal, amphibian, reptile, warm-blooded, cold-blooded, vertebrate, invertebrate</p> <p>www.biology4kids.com</p> <p>http://www.sheppardsoftware.com/content/animals/kidscorner/classification/kc_class_again.htm</p> <p>http://www.beverlyhg-i.schools.nsw.edu.au/aajonscience/sci_bio_pdfs/class_flowchart.pdf</p>		

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2 nd 6 weeks		3.8. Identify how organisms are classified in the Plantae kingdom. 3.7.B.4. Classifying plants according to their features Examples: evergreen or deciduous, flowering or nonflowering	<p>**NOT covered in Scott Foresman text</p> <p>Vocabulary: classification, evergreen, deciduous, flowering, nonflowering</p> <p>www.biology4kids.com</p> <p>http://www.beverlyhgi.schools.nsw.edu.au/aajonscience/sci_bio_pdfs/class_flowchart.pdf</p> <p>http://www.syvum.com/cgi/online/serve.cgi/squizzes/biology/plant_class.html</p> <p>**Need additional resources</p>		

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2 nd 6 weeks		3.3.B.1. Identifying fossil fuels as a source of energy	<p>Scott Foresman Science Chapter 13 page 366-373</p> <p>SFS Leveled Readers</p> <p>Pre-teach vocabulary, use graphic organizers, flip chart activities</p> <p>Supplement with teacher created worksheets</p>		

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3rd 6 weeks					
3 rd 6 weeks		<p>3.7.a. Describe the life cycle of plants, including seed and seed germination</p> <p>3.7.B.3. Describing how plants occupy space and use light, nutrients, water, and air</p> <p>3.3. Describe ways energy from the sun is used.</p> <p>Examples: plant growth, light, heat</p>	<p>Scott Foresman Science Chapter 1 pages 1-13, 18-21</p> <p>Leveled Readers</p> <p>Vocabulary: Ch.1 pollinate, seed leaf, germinate, seedling, fossil, oxygen, photosynthesis, root, stems, deciduous, conifers, reproduction</p> <p>Graphic organizers: SFS Teacher's Edition Volume 1 pages 1,5,17</p> <p>Life Science, Grades 3-5 by Carson Dellosa</p> <p>Investigating Science: Plants by The Mailbox</p>		

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3 rd 6 weeks		<p>3.7.b. Describe the life cycle of plants, including growth</p> <p>3.7.B.7. Identifying photosynthesis as the method used by plants to produce food</p> <p>3.10. Determine habitat conditions that support plant growth and survival.</p> <p>Examples: deserts support cacti, wetlands support ferns and mosses</p>	<p>Scott Foresman Science Chapter 1 pages 18-21</p> <p>SFS Chapter 3 pages 72-73, 76-79</p> <p>Term Photosynthesis not used in text.</p> <p>Vocabulary: photosynthesis, habitat, desert</p> <p>Life Science, Grades 3-5 by Carson Dellosa</p> <p>Investigating Science: Plants by The Mailbox</p>		

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3 rd 6 weeks		3.7.c. Describe the life cycle of plants, including reproduction. 3.7.B.6. Identifying how bees pollinate flowers	Scott Foresman Science Chapter 1 pages 14-15 Vocabulary: pollinate, reproduction Life Science, Grades 3-5 by Carson Dellosa Investigating Science: Plants by The Mailbox		

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3 rd 6 weeks		3.7.B.1 Describing the role of plants in a food chain	<p>Scott Foresman Science Chapter 4 Lesson 2, pages 106-109</p> <p>Vocabulary: producer, consumer, herbivore, carnivore, omnivore, prey, predator</p> <p>SFS Chapter 4 Leveled Readers</p> <p>Life Science, Grades 3-5 by Carson Dellosa</p>		

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3 rd 6 weeks		3.7.B.2. Identifying plant and animal cells	<p>**NOT in Scott Foresman text</p> <p>Vocabulary: cell, nucleus, cell membrane, cytoplasm, cell wall, chloroplast</p> <p>Learning About Cells by Carson Dellosa, pages 19-23</p> <p>** 4th grade Scott Foresman Science text, Chapter 1, pages 4-9</p> <p>Need additional resources</p>		

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3 rd 6 weeks		3.7.B.5. Identifying helpful and harmful effects of plants Examples: helpful- provide food, control erosion; harmful- cause allergic reactions, produce poisons	<p>**NOT in Scott Foresman text</p> <p>Investigating Science: Plants by The Mailbox</p> <p>**Need Additional Resources</p>		
		3.9. Describe how fossils provide evidence of prehistoric plant life. Example: plant fossils in coal or shale providing evidence of existence of prehistoric ferns	<p>**NOT in Scott Foresman text</p> <p>Rocks, Minerals, & Fossils by The Mailbox</p> <p>http://www.eurekaalert.org/features/kids/2009-06/aaft-pfs061209.php#</p> <p>http://science.howstuffworks.com/evolution/question609.htm</p> <p>**Need additional resources</p>		

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4 th 6 weeks					
4 th 6 weeks		3.11. Describe Earth's layers, including inner and outer cores, mantle, and crust.	Scott Foresman Science Chapter 8, pages 222-223 SFS Leveled Readers http://science.pppst.com/layers.html http://www.myschoolhouse.com/courses/O/1/69.asp http://www.abcteach.com/free/1/layersearth.pdf Just the Facts: Earth and Space Science by Carson Dellosa **Need additional resources		

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4 th 6 weeks		3.11.B.a.1. Classifying rocks by characteristics, including streak 3.11.B.b.1. Classifying minerals by characteristics, including streak	Scott Foresman Science Chapter 7, pages 202-203 SFS Leveled Readers Rocks, Minerals, & Fossils by Carson Dellosa Vocabulary: streak ** Need additional resources		
		3.11.B.a.2. Classifying rocks by characteristics, including color 3.11.B.b.2. Classifying minerals by characteristics, including color	Scott Foresman Science Chapter 7, pages 202-203 SFS Leveled Readers Rocks, Minerals, & Fossils by Carson Dellosa ** Need additional resources		

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4 th 6 weeks		3.11.B.a.3. Classifying rocks by characteristics, including hardness 3.11.B.b.3. Classifying minerals by characteristics, including hardness	Scott Foresman Science Chapter 7, pages 202-203 SFS Leveled Readers Rocks, Minerals, & Fossils by Carson Dellosa Vocabulary: hardness ** Need additional resources		
		3.11.B.a.4. Classifying rocks by characteristics, including magnetism 3.11.B.b.4. Classifying minerals by characteristics, including magnetism	Scott Foresman Science Chapter 7, pages 202-203 SFS Leveled Readers Rocks, Minerals, & Fossils by Carson Dellosa Vocabulary: magnetism ** Need additional resources		

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4 th 6 weeks		3.11.B.a.5. Classifying rocks by characteristics, including luster 3.11.B.b.5. Classifying minerals by characteristics, including luster	Scott Foresman Science Chapter 7, pages 202-203 SFS Leveled Readers Rocks, Minerals, & Fossils by Carson Dellosa Vocabulary: luster ** Need additional resources		
		3.11.B.a.6. Classifying rocks by characteristics, including texture 3.11.B.b.6. Classifying minerals by characteristics, including texture	Scott Foresman Science Chapter 7, pages 202-203 SFS Leveled Readers Rocks, Minerals, & Fossils by Carson Dellosa ** Need additional resources		

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4 th 6 weeks		3.6.a. Identify structures and functions of the muscular system of the human body	Scott Foresman Science Direct Inquiry page 36 Need additional resources Vocabulary: muscular system, skeletal system, Human Body, Grades 2-3 by Carson Dellosa		
		3.6.b. Identify structures and functions of the skeletal system of the human body	Scott Foresman Science Direct Inquiry page 36 Need additional resources Vocabulary: muscular system, skeletal system, Human Body, Grades 2-3 by Carson Dellosa		

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5th 6 weeks					
5 th 6 weeks		3.12.a. Identify conditions that result in specific weather phenomena, including thunderstorms 3.12.b. Identify conditions that result in specific weather phenomena, including tornadoes 3.12.c. Identify conditions that result in specific weather phenomena, including hurricanes 3.12.B.1. Identifying cloud types associated with specific weather patterns 3.12.B.2. Identifying positive and negative effects of weather phenomena Examples: positive-flooding deposits good soil when waters recede, negative-flooding kills crops	Scott Foresman Science Chapter 6, pages 170-180 SFS Leveled Readers Weather & Climate by The Mailbox **Need additional resources		
		3.12.B.3. Identifying technology used to record and predict weather, including thermometers, barometers, rain gauges, anemometers, and satellites	Scott Foresman Science Chapter 6, pages 170-180 SFS Leveled Readers Weather & Climate by The Mailbox **Need additional resources		

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5 th 6 weeks		3.12.B.4. Explaining symbols shown on a weather map 3.12.B.5. Organizing weather data into tables or charts	Scott Foresman Science Chapter 6, pages 170-180 SFS Leveled Readers Weather & Climate by The Mailbox **Need additional resources		
		3.14.a. Describe the position of Earth during the course of a day or month. 3.14.b. Describe the position of the moon during the course of a day or month. 3.14.c. Describe the position of the sun during the course of a day or month. 3.4.B.3. Describing the force of gravity	Scott Foresman Science Chapter 15, pages 417-439 SFS Chapter 16, pages 336-337 SFS Leveled Readers **Need additional resources		

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6th 6 weeks					
6 th 6 weeks		3.13.a. Describe ways to sustain natural resources, including recycling 3.13.b. Describe ways to sustain natural resources, including reusing 3.13.c. Describe ways to sustain natural resources, including conserving 3.13.d. Describe ways to sustain natural resources, including protecting the environment 3.13.B. Recognizing the impact of society on human health and environmental conditions	Scott Foresman Science Chapter 9, pages 241-257 SFS Leveled Readers Investigating Science: Environment by The Mailbox Earth and Space Science Book by Carson Dellosa **Need additional resources		

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6 th 6 weeks		3.4.a. Define force 3.4.b. Define motion 3.4.B.1. • Identifying forces that change an object's position or motion Examples: lifting, pushing, pulling 3.4.B.2. Identifying sources of friction Examples: rubbing hands together, applying sandpaper to wood	Scott Foresman Science Chapter. 12 p.332-333, 336-337, 350-351, 361, 460 SFS Leveled Readers Direct Inquiry pages 324, 344-345 Vocabulary: force, motion, friction, position, gravity Pre-teach vocabulary, use graphic organizers, flip chart activities		