Third Grade Look For's

	What the Student will learn	What the student will do	What you will see (products)
1st Grading period **Units: 1.** Properties of matter **2.** Weather	• Critical thinking and decision making • Systems occur in everyday life • Interactions between matter and energy • Factors affecting change • Changes occur in everyday life	• Implement investigative procedures • Safe practices • Organize, examine, and evaluate data • Communicate valid conclusions •Record changes in weather–daily and seasons	• Safety Rules and Symbols • Science Equipment • Graphic Organizers • Graphs, tables, charts • Science Folder/Notebooks •Discuss causes of changes in weather
2nd Grading Period **Units: 3**. The Natural world **4.** Solar System	• Natural world—changes • Components of the natural world •Sort objects around the home into different categories •Use simple tools at home	• Recognize patterns in charts and graphs • Predict and create patterns • Make decisions • Communicate valid conclusions • Safe practices during lab investigations • Sort organisms/objects	• Charts and graphs of lab work • Various lab activities using charts and graphs • Identify Earth changes caused by forces, such as •Drawings in science folder
3rd Grading period **Units: 5.** Energy **6.** Simple Machines	• Field and laboratory investigations • Scientific inquiry • Appropriate use of tools and equipment • Systems in everyday life • Forces cause change	• Identify/ test ways that heat causes change • Observe/ identify simple systems such as a sprouted seed and a wooden toy car • Observe a simple system and describe the role of various parts such as a yo-yo and string	• Various lab activities using charts and graphs • Measure distance of movement of objects • Science Equipment • Graphic Organizers • Graphs, tables, charts
4th Grading period **Units: 7.** Ecosystems **8**. Living things	• Living and nonliving systems • Relationships between functions, structures, and interactions in living organisms and nonliving objects • Adaptations of living things • Natural world—changes	• Compare living organisms and nonliving objects • Record observations about parts of animals including feet, wings, and heads, and tails • Manipulate toys and plants	• Recorded observations about plant and animal parts •Written observations about plant and animal parts • Groupings/comparisons of living/ nonliving objects • List of basic needs of organisms

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