

Wright City Science Curriculum

3rd Grade Science

Grade	3rd Grade
Unit of Study	Life Cycles and Inheritance
Length of Unit	15 Days; 30 min/day
Sample Essential Questions	Sample Corresponding Big Ideas
How do living things grow, change, and pass on traits to their young?	Disciplinary Core Idea: Reproduction is essential to the continued existence of every kind of organism.
How does the life cycle help living things survive and continue their species?	Disciplinary Core Idea: Plants and animals have unique and diverse life cycles that can be used to make predictions.

Missouri Learning Standards	
Priority Standards	Supporting Standards
3.LS1.B.1: Develop a model to compare and contrast observations on the life cycle of different plants and animals.	3.R.3.C.c Read, infer, and draw conclusions to use information gained from illustrations and words to demonstrate understanding of the text.
3.LS3.A.1: Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment.	3.W.2.A Compose well-developed writing texts for audience and purposes: Write opinion texts. 3.R.1.A.b Develop and demonstrate reading skills in response by drawing conclusions and support with textual evidence.

Unit 1 Sequence			
MLS	Topic(s)	Learning Targets	Academic Vocabulary
3.LS1.B.1	Life Cycle of Plants	I can explain what an organism is. I can sequence the life cycle of plants.	Tier 2 Words: explain, plants Tier 3 Words: organism, life cycle
	Life Cycle of Animals	I can identify the needs of living and nonliving things. I can sequence the life cycle animals. I can compare and contrast the life cycles of organisms.	Tier 2 Words: identify, sequence, compare, contrast, living, nonliving Tier 3 Words: organism, life cycle

	Inheritance	I can explain using evidence and observations that some traits are inherited from parents and some are influenced by the environment. I can explain using evidence and observations that some traits are inherited from parents. I can explain using evidence and observation that some traits are influenced by the environment.	Tier 2 Words: explain, evidence, observations, parents, influenced Tier 3 Words: environment
--	-------------	--	--

MLS	Learning Activities	
3.LS1.B.1	Digital Traits Web (1 day)	Can Do ▾
	Grow a lima bean in a seed and analyze the life cycle (Day 3 on plans-linked below)	Option L... ▾
3.LS3.A.1	Monster Traits (coin flip)	Can Do ▾
	If I Ran the Zoo (Day 5, inheritance)	Option L... ▾
	Wild Rabbits and Foxes Table (Day 6 & 7)	Must Do ▾

Assessments		
MLS	Description or Location	Rubric/Location
3.LS1.B.1	Exit Ticket: Living and Nonliving Things and Needs of Living Things	Lesson Plan Sheets (Day 1)
	Exit Ticket: Life Cycles	Pear Assessment
	Formative: Life Cycles Formative	Pear Assessment
3.LS3.A.1	Assignment: Monster Traits	Google Classroom
	Exit Ticket: Inherited vs Learned Traits	Pear Assessment
	Assignment: If I Ran the Zoo	Google Classroom
	Assignment: Wild Rabbits and Foxes	Google Classroom
	Formative: Inheritance	Pear Assessment

Additional Resources
• Lesson Plan Sheet (Life Cycle and Inheritance on same unit) • Life Cycles Slides