MISD
Mansfield Independent School District

Content Area

Course: 3rd grade			**Designated Six Weeks: Ongoing each 6 weeks**		
Unit: Process Skills			**Days to teach: Ongoing**		
TEKS	**Guiding Questions/ Specificity**	**Sample Assessment**	**Vocabulary**	**Instructional Strategies**	**Resources/ Weblinks**
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices.					
3.1 (A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations; and 3.1(B) make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic	3.1 (A) What are some things we can do to be safe when completing classroom and outdoor investigations? **Follow the teachers instructions.** **Follow lab safety rules.** 3.1(B) What is a likely consequence of not conserving natural resources? **The natural resource will be depleted.**	**TMSDS- 3rd grade Curriculum Check** **Preparation for 5th grade Science STAAR** **Sample Questions** 1. A likely consequence of tasting a mixture that your class made in science would be…	reuse recycle	**Examples of Instructional Strategies:** K-W-L Journals Demonstration Graphic Organizers Lecture-Discussions Cooperative Learning **Link to ELPS Instructional Strategies:** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html 2G: Draw and Write in Science Journals 5G: Draw and Write in Science Journals	**Simple Science CD** 3rd grade Folders **Harcourt Science Textbook Grade 3:** xvi **MISD Teacher Wiki:** www.misdk4science.pbworks.com
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations.					
3.2 (A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific	3.1 (A) What would you conclude the investigation of the day to be if the teacher shows you the hot plate, a pitcher of water, and beakers? **The lab will involve heating water.**	**TMSDS- 3rd grade Curriculum Check** **Preparation for 5th grade Science STARR** **Sample Questions** 1. What would you conclude from a puddle	inference metric system reliable valid natural world	**Examples of Instructional Strategies** K-W-L Journals Demonstration Graphic Organizers Lecture-Discussions Cooperative Learning	**Simple Science CD** 3rd grade Folders **Harcourt Science Textbook Grade 3:** R2-3 **MISD Teacher Wiki:** www.misdk4science.pbwo

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problem in the natural world; 3.2 (B) collect data by observing and measuring using the metric system and recognize differences between observed and measured data; 3.2(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data; 3.2 (D) analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations; 3.2 (E) demonstrate that repeated investigations may increase the reliability	3.2 (B) What type of metric measurements can we use to measure the length of an unsharpened pencil? **You would use centimeters.** 3.2(C) Use a Venn diagram to compare and contrast... 3.2 (D) What can you conclude about changes that would occur in the weather based on the seasons? 3.2 (E) When measuring temperature in the shade, how does repeating the measurement make the reading more reliable?	on the sidewalk that disappeared on a warm day?		**Link to ELPS Instructional Strategies:** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html 2G: Draw and Write in Science Journals 5G: Draw and Write in Science Journals	

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of results; and 3.2 (F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.	**Repeating an experiment can help to make sure that the results are valid.** 3.2 (F) Which best illustrates the findings of…				
(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.					
3.3 (A) 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	3.3 (A) What could you conclude if the evidence does not support your hypothesis?	**TMSDS- 3rd grade Curriculum Check** **Preparation for 5th grade Science STARR** **Sample Questions** 1. Students grew bean seeds in both the sun and in the classroom light. Compare how the beans were affected by the sun in contrast to the classroom light.	natural world model	**Examples of Instructional Strategies:** K-W-L Journals Demonstration Graphic Organizers Lecture-Discussions Cooperative Learning **Link to ELPS Instructional Strategies:** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html	**Simple Science CD** 3rd grade Folders **Harcourt Science Textbook Grade 3:** x-xv **MISD Teacher Wiki:** www.misdk4science.pbworks.com

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student; 3.3 (B) draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as for toys and food. 3.3 (C) represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials; and 3.3 (D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.	3.3 (B) Which claims could be supported by the nutrition label for a food product? **The amount of vitamins and minerals, etc.** 3.3 (C) What fruit would best represent the relationship of the size between the earth and the sun if the sun was a cantaloupe? **You might use a orange.** 3.3 (D) How did the demotion of Pluto from a planet to a dwarf planet affect the scientific community and what has been accepted scientifically for decades?			2G: Draw and Write in Science Journals 5G: Draw and Write in Science Journals	

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	It allows us to see that science is always changing.				
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry.					
3.4 (A) 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; and 3.4 (B) use safety	3.4 (A) Which would be the appropriate tool used to measure the physical characteristics of…	**TMSDS- 3rd grade Curriculum Check** **Preparation for 5th grade Science STARR** **Sample Questions** 1. Why would it be better to measure the volume of liquid using a beaker instead of a balance?	Celsius thermometer graduated cylinder spring scales	**Examples of Instructional Strategies:** K-W-L Journals Demonstration Graphic Organizers Lecture-Discussions Cooperative Learning **Link to ELPS Instructional Strategies:** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html 2G: Draw and Write in Science Journals 5G: Draw and Write in Science Journals.	**Simple Science CD** 3rd grade Folders **Harcourt Science Textbook Grade 3:** R 4-10 **MISD Teacher Wiki:** www.misdk4science.pbworks.com

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equipment as appropriate, including safety goggles and gloves.	3.4 (B) A likely consequence of not using your goggles during an investigation might be… **You could injure your eyes.**				