Name: Reynolds, Moon			Grading Quarter: 3	Week Beginning: Week 1 1/6/25-1/10/25	
School Year: 2024-2025			Subject: Science		
Monday	Notes: No School	Objective: • No Scho Lesson Overviev • No Scho	ol v: ol		Academic Standards: No School
Tuesday	Notes: Grade 3 Unit 2: Life Cycles & Traits Lesson 2: Plant Traits Essential Question: How are plants similar and different from their parents?	Objective: • Student plants, a survival. Lesson Overview • Assess P o • Engage o	s will explain patterns in t and how variations provid v: Prior Knowledge Page 21- Page Keeley Scie Pages 22-23- Encounter t flower a different color fi Video: Tulip Field Sample question Why doe yellow? Are all of flower?	the inheritance of traits by le plants advantages for ence Probe: <i>Flowering Plants</i> the Phenomenon: Why is the rom the rest? Is s for page 23: es the flower have both red and these the same type of	Academic Standards: 5.L3U1.9 Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next. 5.L4U3.12 Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.

	Notes:	Objective:	Academic
	Grade 3	 Students will explain patterns in the inheritance of traits by 	Standards:
Wednesday	Notes: Grade 3 Unit 2: Life Cycles & Traits Lesson 2: Plant Traits Essential Question: How are plants similar and different from their parents?	 Students will explain patterns in the inheritance of traits by plants, and how variations provide plants advantages for survival. Lesson Overview: Explain Academic Vocabulary: <u>Trait</u>- a distinguishing, observable characteristic of a living thing. <u>Adaptation</u>- a change in behavior or form that helps a species survive in a specific environment. <u>Hereditary</u>- the passing on of traits from parents to offspring. <u>Inherited traits</u>- traits that come from parents. <u>Variation</u>- the appearance of an inherited trait that makes an individual different from other members of the same family. Pages 26-27- Traits Students will read the passages and take notes of vocabulary words. Video: <i>Plant Traits and Survival</i> Three-Dimensional Thinking Explain bow inheriting traits from their 	Academic Standards: 5.L3U1.9 Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next. 5.L4U3.12 Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.
		parents causes a living thing to survive.	

Grade 3• Students will explain patterns in the inheritance of traits by plants, and how variations provide plants advantages for survival.Standards: SL3U1.9Life Cycles & Traits Lesson 2: Plant Traits Essential Question: How are plants• Students will explain patterns in the inheritance of traits by survival.• Standards: SL3U1.9Lesson 2: Plant Traits Essential Ouestion: How are plants• Explain o Page 30-31- One Potato, Two Potato, More!• Obtain, evalu and communi information a patterns between the offspring offspring of a			Objective:		Academic
Unit 2:plants, and how variations provide plants advantages for survival.5.L3U1.9Life Cycles & Traitssurvival.Obtain, evalue and communi information a patterns between the offspring plants, and the offspring offspring of aObtain, evalue and communi information a patterns between the offspring offspring of a		Students will explain patterns in the inheritance of traits by		Standards:	
 Students will read the passage. Find Evidence Students will highlight evidence that explains how potatoes were changed over time. Make Connections How might a scientist use this information about variations of potatoes to make variations of flowers? Elaborate Page 33- Pea Plants Students will read and answer a question: What did Mondol's construct a reaction: What did Mondol's construct a reaction:	Thursday	≥ of 1tag 1ore bass evid wer use t ation tior	 Students will explain patterns in the inheritar plants, and how variations provide plants adv survival. Lesson Overview: Explain Page 30-31- One Potato, Two Potato, Inspect Students will read the students will read the explains how potatoe over time. Make Connections How might a scientist information about va potatoes to make var Elaborate Page 33- Pea Plants Students will read and answe 	 of traits by itages for lore! bassage. evidence that were changed ise this ations of tions of flowers? a question: 	Standards: 5.L3U1.9 Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next. 5.L4U3.12 Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental

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		survival.	Obtain, evaluate,
			and communicate
		Lesson Overview:	patterns between
Friday		• Explain	the offspring of
		• Page 17- Inquiry Activity: <i>Parent Plants</i>	the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next. 5.L4U3.12 Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.
		 Page 17- Inquiry Activity: Parent Plants Make a Prediction: Compare the parent plant to its offspring. Use what you have learned to make a new prediction about how the parent plant and its offspring are alike and different. Carry Out an Investigation Use the simulation to explore the growth of plants. Complete the data on the table comparing the parent and offspring's height, color, petal, leaves, and stem. Communicate information In the first part of the simulation, you selected two parent plants. How did the offspring compare to the parents? Talk About It Did your findings support your prediction? Explain. 	
		 Writing Connection 	
		Write an explanatory paragraph about	
		inherited traits. Include information	
		about how variations affect the survival	
		in plants.	