

Grade 3

Distance Learning Science Module 2: Week of: 4/13 – 4/17

Content Area: Course Title - Modified from Unit #3 - Biomes and Adaptations

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Environmental changes may affect an organism's ability to survive in a given environment. Biomes have different physical characteristics. An organism's characteristics (traits) come from its parents. Adaptations could be physical or behavioral; including living in groups. There are differences between individuals of the same species that affect their ability to survive.

Vocabulary: Biome, habitat, trait, natural selection, inheritance, evolution, climate

Skills:

- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Expectation: Students be able to explain many different adaptations and how they help plants and animals survive in their environment.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday & Tuesday: Read about adaptations using the Generation Genius website. You can also watch the video of the reading material if you would like. Answer the questions on the Google Doc	Generation Genius.com- adaptations-reading-material PDF of reading: posted in Google classroom Video of reading	Google Doc Questions: posted in Google classroom
Wednesday: Click on the first link of plant adaptations. Why do you think they are able to do this? How do you think it helps them to survive?	NGSS phenomena-plants Brainpop Junior – Plant Adaptations	In Google docs, list two ways that plants have adapted to live in the desert and two ways that plants have adapted to live in the rainforest.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Watch the video on plant adaptations. Complete the activity.		
Thursday and Friday- Students can choose one of these animals and look at some of the weird adaptations they have. There are also links for video clips. Answer the question.		Answer in Google docs or on paper: Choose one adaptation from one animal and talk about how it might help it to survive in its environment.

Week criteria for success (attach student checklists or rubrics):

I explained how different plants and animals have adaptations that allow them to survive.

I used evidence to show how one adaptation helps the species to survive.

Supportive resources and tutorials for the week (plans for re-teaching):

Darwin's Theory of Evolution and Natural Selection YouTube video