



# 3<sup>rd</sup> Grade Lessons Offered

Lesson Title & Description	Standards	Curriculum Correlation	Lesson Length	Season, Location, & Special Requirements	# of Garden Parents
<p><b>Three Sisters Garden Fall Harvest:</b></p> <p><i>During the fall incoming 3<sup>rd</sup> grade students harvest and make measurements of crops, participate in a garden scavenger hunt, and prepare seed packets.</i></p> <p><b>Three Sisters Garden Spring Planting:</b></p> <p><i>During the spring students apply what they have learned about intercropping as they design and plant a Native American garden as a gift to next year's 3<sup>rd</sup> graders.</i></p>	<p><b>History-Social Science</b>  <b>2.3.3</b> Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (how they obtained food, clothing, tools).  <b>2.3.4</b> Discuss the interaction of new settlers with the already established Indians of the region.  <b>3.5.1</b> Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and in the present</p> <p><b>Common Core Content Standards for Mathematics (Measurement and Geometry)</b>  <b>2.</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters</p>	<p><b>Social Studies:</b>            Native American            Indian studies</p>	<p><b>Fall Session:</b>            60 minutes</p> <p><b>Spring Session:</b>            60 minutes</p>	<p><b>Fall Date-Range:</b>            From: 9/13/16            Through: 10/14/16</p> <p><b>Spring Date Range:</b>            From: 4/10/17            Through: 6/1/17</p> <p><b>Requirements:</b>            Both sessions are indoors and out. This is a harvesting and planting lesson so Living Classroom staff will clear garden beds prior.</p>	<p>2 garden parents needed for each session, Fall &amp; Spring</p>

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<p><b><i>What Good is Compost?</i></b></p> <p><i>Students are introduced to the science behind compost and conduct a scientific experiment to measure the impact of compost on plant growth.</i></p>	<p><b>Next Generation Science Standard</b>  <b>3-LS3-2.</b> Use evidence to support the explanation that traits can be influenced by the environment.</p> <p><b>Framework for K-12 Science Educ.</b>  <b>Constructing Explanations and Designing Solutions</b>            Use evidence (observations, patterns) to support an explanation.  <b>Cross-Cutting Concepts: Patterns</b>            Similarities and differences in patterns can be used to sort and classify natural phenomena.</p>	<p>FOSS <i>Structures of Life</i> Module</p> <p>“Growing Further” Investigation</p>	<p><b>Two sessions</b></p> <p><b>First session,</b>  <i>60 minutes</i></p> <p><b>Second session,</b>  <i>(4-5 weeks later) 50 minutes</i></p>	<p><b>Date-Range:</b></p> <p>From: 9/13/16            Through: 12/16/16</p> <p>Schedule 1<sup>st</sup> and 2<sup>nd</sup> sessions at least 4 weeks apart to allow for adequate plant growth.</p> <p>Outdoors</p> <p><b>Requirements:</b>            This lesson takes place in portable pots which should be located in a relatively sunny location, easy to access with a garden hose or watering can for watering. If spans Spring break, need to assure watering.</p>	<p>2 garden parents need for the first session.</p> <p>1 garden parent needed for the second session.</p>

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<p><b><i>The World of Color:</i></b>  <i>Students explore light and color using prisms and investigate whether plants need certain colors of light in order to grow.</i></p>	<p><b>Next Generation Science Standard</b>  <b>3-LS3-2.</b> Use evidence to support the explanation that traits can be influenced by the environment.</p> <p><b>Framework for K-12 Science Educ.</b>  <b>Constructing Explanations and Designing Solutions</b>            Use evidence (observations, patterns) to support an explanation.  <b>Cross-Cutting Concepts: Patterns</b>            Similarities and differences in patterns can be used to sort and classify natural phenomena.</p> <p><b>Common Core Content Standard for Mathematics:</b> Represent and Interpret Data</p>	<p>FOSS <i>Matter and Energy</i> Module</p>	<p><b>2 sessions</b></p> <p><b>First session, 60 minutes</b></p> <p><b>Second session, 3 weeks later for 60 minutes</b></p>	<p><b>Winter</b>  <b>Date Range:</b>            From: 1/3/17            Through: 3/31/17</p> <p>Indoors</p> <p>Requirement: Allow 3 weeks for observation (not spanning a holiday period).</p>	<p>1 garden parent needed for each session.</p>

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<p><b><i>The Mighty Worm!</i></b></p> <p><i>Students become familiar with the anatomy of an earthworm and observe the role of the worm as a soil tiller by creating and monitoring a worm bin. The worms are eventually set free in the school garden to help produce fertile soil.</i></p>	<p><b>Next Generation Science Standard</b>  <b>3-LS1-1.</b> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p><b>Framework for K-12 Science Educ.</b></p> <p><b>LS1.B: Growth and Development of Organisms</b>  Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.</p>	<p>FOSS <i>Structures of Life</i> Module</p> <p>“Meet the Snail” Investigation</p>	<p><b>One session,</b>  <b>60 minutes</b></p>	<p><b>Winter Date Range:</b>  From: 1/3/17  Through: 3/31/17</p> <p>Indoors and Outdoors</p> <p><b>Requirement:</b>  Allow 2 weeks for observations – not spanning holiday periods. Students spray water in small worm habitat containers once or twice a week to keep moist. Worms relocated to garden after a few weeks supervised by teacher or docent by request.</p>	<p>1-2 garden parents needed.</p>

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<p><b><i>Traveling Seeds:</i></b> <i>Students investigate the different methods of seed dispersal. They work in small groups to design and test their own seed dispersal mechanisms.</i></p>	<p><b>Next Generation Science Standard</b> <b>3-LS3-2.</b> Use evidence to support the explanation that traits can be influenced by the environment.</p> <p><b>Framework for K-12 Science Educ.</b> <b>Constructing Explanations and Designing Solutions</b> Use evidence (observations, patterns) to support an explanation. <b>Cross-Cutting Concepts: Patterns</b> Similarities and differences in patterns can be used to sort and classify natural phenomena.</p>	<p>FOSS <i>Structures of Life</i> Module</p> <p>“Origin of Seeds” Investigation</p>	<p><b>One session,</b> <i>60 minutes</i></p>	<p><b><i>Winter</i></b> <b><i>Date Range:</i></b> From: 1/3/17 Through: 3/31/17</p> <p>Indoors</p>	<p>1-2 garden parents needed.</p>

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<p><b>Flower Power:</b></p> <p><i>Students learn about various pollinators and understand their importance in the garden. They dissect flowers to recognize their structure and function.</i></p>	<p><b>Next Generation Science Standard</b></p> <p><b>3-LS1-1.</b> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p><b>Framework for K-12 Science Educ.</b></p> <p><b>LS1.B: Growth and Development of Organisms</b></p> <p>Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.</p>	<p>FOSS <i>Structures of Life</i> Module</p>	<p><b>One session, 60 minutes</b></p>	<p><b>Spring</b></p> <p><b>Date Range:</b> From: 4/10/17 Through: 6/1/17</p> <p>Indoors and Outdoors</p> <p><b>Requirement:</b> This lesson uses flowers found in the campus native habitat garden.</p>	<p>2 garden parents needed.</p>

