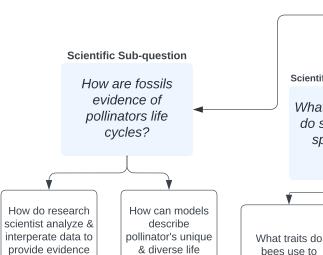
Third Grade MASTER Model **AG SEEDLINGS UNIT**

Leading Scientific Question

Pollinators - How can evidence and claims support our understanding of living organisms and their environment?



about fossils? cycles?

Lesson-DIY Plant Fossils

Students will read & interrupt article "Prehistoric Pollinators"

Students will watch video on fossils.

Students will go outside & observe school's enivorment. Choose a plant specimen.

Students will make a fossil model of plant specimen using DIY fossil recipe.

Read Aloud- "The Street Beneath My Feet." By Charlotte Guilain

When model is set, students will intepret & collect data on fossils.

Read aloud- "Bee Chrustowski

Lesson- The Waggle Dance

Scientific Sub-question

What characterisitcs

do some pollinator

species use to

survive?

Students will read & interrupt article. on the Waggle Dance.

bees use to

communicate?

Students will watch video to observe the waggle dance.

Dance" by: Rick

Students will create their own Waggle Dance to communicate to others where a food source is.

Can the Waggle

Dance be

influenced by the

bee's enviroment?

Students will perform drafted Waggle Dance to test it. (Alternate: students draw key using arrows to show food source as a form of communication.)

Lesson- Bee-Healthy Farm

Scientific Sub-question

How does the

environment affect

living organisms?

(How do living

organisms affect the

environment?)

Student will read & answer questions in "Bee Healthy Farms" reading passage, located in google folder.

How do humans

affect the

enivorment?

Watch short student videos about "Planting a Garden" and/or "The Arboretume at Penn State".

Teacher will model to student how to read "Plants Arranged by Bloom time List" located in google folder.

How do pollinators

affect the

enivorment?

Students will create a garden layout of different nutritional plants for pollinators.

Read aloud- "The Farm That Feeds Us." By: Nancy Castaldo

Scientific Sub-question

How can pollinator traits be influenced by their environment?

Can plant structures show evidence of what pollinators benefit from them?

Can pollinator's traits evolve overtime due to thier enviroment?

Lesson- Match That Pollinator

Students will read about the important of plant structures and what pollinators are attracted to.

Students will watch video on reccomended videos.

Read aloud-

"Evelyn The

Adventurous

Entomologist" by:

christine Evans

Students will measure and match lengths of pollinators' tongues.

Students will then use measurement data to correlate the correct plant for pollinating & collecting.