

WILD Correlations: SCIENCE GRADE 3

Grade 3 : Embedded Inquiry	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.Inq.1 Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.</p>	<p>Fashion a Fish, AW56 - Students consider how up to 5 characteristics of their “designed fish” would affect what habitat it could survive in.</p> <p>Graphanimal, W49 - Students create picture collections of animals in two different habitats, and then "visit" the habitats by going on an indoor nature walk where they tally the number of animals seen.</p> <p>Grasshopper Gravity, W4 - Students attempt to answer various questions about grasshoppers.</p> <p>Learning to Look, Looking to See, W278 - Students develop observation skills needed in other inquiry-based activities.</p> <p>Plastic Jellyfish, AW128 - Students collect and sort plastic litter (Steps 1 and 2). As Extensions, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p>Silt: A Dirty Word, AW190 - Students create a model to simulate changes to a stream and its water flow when silt, sand or both are added to the system.</p> <p>Too Close for Comfort, W300 - Students experiment with physical distance and levels of comfort in humans, estimate appropriate distances between humans and wildlife under various conditions, hypothesize about indicators of animal discomfort, and summarize reasons to avoid animal discomfort through crowding.</p> <p>Water We Eating?, AW83 - As an Extension, students classify food products by aquatic habitats or compare aquatic products in typical American supermarkets to those in ethnic markets.</p> <p>Wildlife is Everywhere, W51 - Students search their surroundings for evidence of wildlife.</p>
<p>GLE 0307.Inq.2 Select and use appropriate tools and simple equipment to conduct an investigation.</p> <p>GLE 0307.Inq.3 Organize data into appropriate tables, graphs, drawings, or diagrams.</p> <p>GLE 0307.Inq.4 Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.</p>	

<p>GLE 0307.Inq.5 Recognize that people may interpret the same results in different ways.</p> <p>GLE 0307.Inq.6 Compare the results of an investigation with what scientists already accept about this question.</p>	
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Grade 3 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.</p> <p>GLE 0307.T/E.2 Recognize that new tools, technology, and inventions are always being developed.</p> <p>GLE 0307.T/E.3 Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.</p> <p>GLE 0307.T/E.4 Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.</p> <p>GLE 0307.T/E.5 Apply a creative design strategy to solve a particular problem generated by societal needs and wants.</p>	<p>0307.T/E.1 Explain how different inventions and technologies impact people and other living organisms.</p> <p>0307.T/E.2 Design a tool or a process that addresses an identified problem caused by human activity.</p> <p>0307.T/E.3 Determine criteria to evaluate the effectiveness of a solution to a specified problem.</p> <p>0307.T/E.4 Evaluate an invention that solves a problem and determine ways to improve the design.</p>	

Grade 3 : Standard 1 - Cells

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.1.1 Use magnifiers to make observations of specific plant and body parts and describe their functions.</p>	<p>0307.1.1 Use a magnifier to investigate and describe the function of root hairs, stem cross sections, and leaf veins.</p> <p>0307.1.2 Use a magnifier to investigate and describe the function of skin pores, hair follicles, finger nails, veins, and cuticles, etc.</p>	

Grade 3 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.2.1 Categorize things as living or non-living.</p>	<p>0307.2.1 Use a T-Chart to compare and contrast the characteristics of living and nonliving things.</p>	<p>Wildlife is Everywhere, W51 (Indirect evidence of wildlife)</p>
<p>GLE 0307.2.2 Explain how organisms with similar needs compete with one another for resources.</p>	<p>0307.2.2 Label a drawing of an environment to illustrate interrelationships among plants and animals.</p> <p>0307.2.3 Construct a diagram to demonstrate how plants, animals, and the environment interact to provide basic life requirements.</p>	<p>Habitrekking, W79 What's That, Habitat?, W56</p>

Grade 3 : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.3.1 Describe how animals use food to obtain energy and materials for growth and repair.</p>	<p>0307.3.1 Label a diagram to illustrate the food relationships that exist between plant and animals.</p> <p>0307.3.2 Create a chart to show how plants and animals satisfy their energy requirements.</p> <p>0307.3.3 Identify structures used by different plants and animals to meet their basic energy requirements.</p> <p>0307.3.4 Use a piece of text to obtain basic information about how plants and animals obtain food.</p>	<p>Thicket Game, W114 Water We Eating?, AW83</p>

Grade 3 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.4.1 Identify the different life stages through which plants and animals pass.</p> <p>GLE 0307.4.2 Recognize common human characteristics that are transmitted from parents to offspring.</p>	<p>0307.4.1 Sequence diagrams that illustrate various stages in the development of an organism.</p> <p>0307.4.2 Create a timeline to depict the changes that occur during an organism's life cycle.</p>	<p>Are You Me?, AW2</p>

	<p>0307.4.3 Differentiate among the stages in the life cycle of a butterfly, mealworm, frog, and plant.</p> <p>0307.4.4 Draw conclusions about the similarities and differences between parents and their offspring</p> <p>0307.4.5 Make a list of human characteristics that are transmitted from parents to their offspring.</p>	
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Grade 3 : Standard 5 - Biodiversity and Change		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.5.1 Explore the relationship between an organism’s characteristics and its ability to survive in a particular environment.</p>	<p>0307.5.1 Create representations of animals that have characteristics necessary to survive in a particular environment.</p> <p>0307.5.2 Investigate the connection between an organism’s characteristics and its ability to survive in a specific environment.</p> <p>0307.5.3 Describe how environmental factors change over place and time.</p> <p>0307.5.4 Determine how changes in an environmental variable can affect plants and animals of an area.</p> <p>0307.5.5 Construct a diorama that shows plants and animals in an appropriate environment.</p>	<p>And the Wolf Wore Shoes, W180 Aqua Words, AW29 Color Crazy, W2 Everybody Needs a Home, W59 Fashion a Fish, AW56 First Impressions, W178 Graphanimal, W49 Grasshopper Gravity, W4 Habitrekking, W79 Learning to Look, Looking to See, W278 Marsh Munchers, AW34 Seeing is Believing!, W116 Sockeye Scents, AW61 Surprise Terrarium, W120 Water Plant Art, AW31 What Bear Goes Where?, W118</p>

<p>GLE 0307.5.2 Classify organisms as thriving, threatened, endangered, or extinct.</p>	<p>0307.5.6 Identify evidence used to determine the previous existence of an organism.</p> <p>0307.5.7 Use a data chart or informational text to classify organisms as thriving, threatened, endangered, or extinct.</p>	<p>Here Today, Gone Tomorrow, W154 Too Close for Comfort, W300</p>
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Grade 3: Standard 6 - Omitted

Grade 3 : Standard 7 – The Earth		
Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.7.1 Use information and illustrations to identify the earth’s major landforms and water bodies.</p> <p>GLE 0307.7.2 Recognize that rocks can be composed of one or more minerals.</p> <p>GLE 0307.7.3 Distinguish between natural and manmade objects.</p>	<p>0307.7.1 Use a Venn diagram to compare and contrast two different landforms or bodies of water.</p> <p>0307.7.2 Analyze the physical characteristics of different kinds of rocks.</p> <p>0307.7.3 Use a magnifier to observe, describe, and compare materials to determine if they are natural or manmade.</p>	
<p>GLE 0307.7.4 Design a simple investigation to demonstrate how earth materials can be conserved or recycled.</p>	<p>0307.7.4 Design and evaluate a method for reusing or recycling classroom materials.</p> <p>0307.7.5 Create a web that demonstrates the link between basic human needs and the earth’s resources.</p>	<p>Ethi-Thinking, W303 Plastic Jellyfish, AW128 Silt: A Dirty Word, AW190 Too Close for Comfort, W300</p>

Grade 3 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.8.1 Recognize that there are a variety of atmospheric conditions that can be measured.</p> <p>GLE 0307.8.2 Use tools such as the barometer, thermometer, anemometer, and rain gauge to measure atmospheric conditions.</p> <p>GLE 0307.8.3 Identify cloud types associated with particular atmospheric conditions.</p> <p>GLE 0307.8.4 Predict the weather based on cloud observations.</p>	<p>0307.8.1 Select appropriate tools used for collecting weather data that correspond to the atmospheric condition being measured.</p> <p>0307.8.2 Identify major cloud types and associate them with particular weather conditions.</p>	

Grade 3 : Standard 9 - Matter

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.9.1 Design a simple experiment to determine how the physical properties of matter can change over time and under different conditions.</p>	<p>0307.9.1 Use physical properties to compare and contrast substances.</p> <p>0307.9.3 Make predictions and conduct experiments about conditions needed to change the physical properties of particular substances.</p>	

<p>GLE 0307.9.2 Investigate different types of mixtures.</p>	<p>0307.9.2 Compare and contrast events that demonstrate evaporation, crystallization, and melting.</p>	
<p>GLE 0307.9.3 Describe different methods to separate mixtures.</p>	<p>0307.9.4 Classify combinations of materials according to whether they have retained or lost their individual properties.</p>	
	<p>0307.9.5 Investigate different ways to separate mixtures such as filtration, evaporation, settling, or using a sieve.</p>	

Grade 3 : Standard 10 - Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.10.1 Investigate phenomena that produce heat.</p>	<p>0307.10.1 Associate the sun’s energy with the melting of an ice cube placed in a window.</p>	
<p>GLE 0307.10.2 Design and conduct an experiment to investigate the ability of different materials to conduct heat.</p>	<p>0307.10.2 Investigate various materials to explore heat conduction.</p>	

Grade 3 : Standard 11 - Motion

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0307.11.1 Explore how the direction of a moving object is affected by unbalanced forces.</p>	<p>0307.11.1 Plan an investigation to illustrate how changing the mass affects a balanced system.</p>	

<p>GLE 0307.11.2 Recognize the relationship between the mass of an object and the force needed to move it.</p>		
<p>GLE 0307.11.3 Investigate how the pitch and volume of a sound can be changed.</p>	<p>0307.11.2 Use a variety of materials to produce sounds of different pitch and volume.</p> <p>0307.11.3 Classify a variety of taped sounds according to their pitch and volume.</p>	