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| Subject/Grade:     Grade Three Science  Lesson Title: Man-made and animal/natural made structures30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  **SM3.2** Assess the function and characteristics of strong, stable, and balanced natural and human-built structures.   |  |  | | --- | --- | | **(a)** | Analyze the purpose or function of various natural and human- built structures. | | **(c)** | Assess how 2-D shapes (e.g., rectangle, triangle, circle, square, hexagon, and octagon) and 3-D objects (e.g., dome, arch, and cylinder) provide strength, stability, and balance to natural and human-built structures. | | |
| Key Understandings: (‘I Can’ statements)  I can describe a man-made structure  I can describe a natural structure  I can describe a animal made structure | Essential Questions:  What is a man-made structure?  What is natural structure?  What is an animal made structure |
| Prerequisite Learning: | |
| Instructional Strategies: Brainstorming  Discussion  Group Reading | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  Review function form, structure. Size, shape  What is the function of a car?  Is a TV a structure?  Length of Time: 10-15 minutes  Development:  Watch Youtube Videos  Anthills- Animal made <https://www.youtube.com/watch?v=HedZXw_hAbs> 3 Minutes  What makes it animal made?  What other animals have similar style habitats? i.e. communal living style Ask students  Natural vs Man-made- <https://www.youtube.com/watch?v=7COIUtLJSVQ> 3:50  What is the main difference between man-made and natural structures  Make a chart on the whiteboard with examples of each  Go through the non-beehive pages as a class pg 63  Length of Time:  15-20 Minutes  Closure:  Watch beehive video before doing the pages on beehives pg;s 64 and 65 <https://www.youtube.com/watch?v=kxDEcODUEP0> 2:34  Students will need to read the textbook paragraph to answer the questions about bees and beehives  Students may need help drawing hexagons on the bee page  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Student device  Science duotang  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
| Stage 4: Reflection | |

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| Subject/Grade:     Grade Three Religion    Lesson Title: What does Catholic mean  30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  3.1-Examine what it means to be a part of the Catholic community | |
| Key Understandings: (‘I Can’ statements)  I can define the word Catholic  I can explain how Catholics are alike  I can explain how Catholics can be different but still Catholic | Essential Questions:  How are we all a part of the Catholic community?  What binds us as Catholics?  What does it mean to be Catholic?  How can we all be Catholic but also different? |
| Prerequisite Learning: | |
| Instructional Strategies:  Brainstorming  Discussion  Group Reading | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  Write the word Catholic on the board  Ask students what word come to mind when they hear Catholic  Make a collage/word wall on the board  Encourage little repeating of words  Try to get one answer from every student  Only ask students with hands up sitting quietly  Length of Time: 10-15 minutes  Development:  Ask questions such as  What binds us as Catholics  How are we alike?/What are our beliefs?  Are all Catholics the same?  How are we different?  Hand out religion textbooks  Read pages 4 and 5 if time for both  Pause frequently to discuss meanings of certain words and or paragraphs  Length of Time:  15-20 Minutes  Closure:  Put textbooks away in desk  Get students ready for recess  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Religion Textbook  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
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| Prerequisite Learning: | |
| Instructional Strategies:  Brainstorming  Discussion  Group Reading | |
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Building Burj Khalifa-https://www.youtube.com/watch?v=12oynGTjYKs

Evolution of Skyscrapers- https://www.youtube.com/watch?v=PuTqWxuAazI

Strong Bridges- <https://www.youtube.com/watch?v=oVOnRPefcno>

How It Works Skyscraper- <https://www.youtube.com/watch?v=YjJJeB4x5go>

STEM Activity- <https://www.youtube.com/watch?v=GS0ms32VsWE>

New World’s Tallest Building- <https://www.youtube.com/watch?v=VlAs-J3abZc>

Bay Area Bridge- <https://www.youtube.com/watch?v=GDUIYZKlknk>

One World Trade Center- <https://www.youtube.com/watch?v=NbA89YbWoL8>

Rogers Place- https://www.youtube.com/watch?v=zuhuGqiivK0