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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.

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| **(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. |

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| Key Understandings: (‘I Can’ statements)I can describe a man-made structureI can describe a natural structureI 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:BrainstormingDiscussionGroup Reading |
| Stage 2: Determine Evidence for Assessing Learning |
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| Stage 3: Build Learning Plan |
| Set (Engagement):     Review function form, structure. Size, shapeWhat is the function of a car?Is a TV a structure?Length of Time: 10-15 minutesDevelopment:  Watch Youtube VideosAnthills- Animal made <https://www.youtube.com/watch?v=HedZXw_hAbs> 3 MinutesWhat makes it animal made?What other animals have similar style habitats? i.e. communal living style Ask studentsNatural vs Man-made- <https://www.youtube.com/watch?v=7COIUtLJSVQ> 3:50What is the main difference between man-made and natural structuresMake a chart on the whiteboard with examples of eachGo through the non-beehive pages as a class pg 63Length of Time:  15-20 MinutesClosure:   Watch beehive video before doing the pages on beehives pg;s 64 and 65 <https://www.youtube.com/watch?v=kxDEcODUEP0> 2:34Students will need to read the textbook paragraph to answer the questions about bees and beehivesStudents may need help drawing hexagons on the bee pageLength of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersStudent deviceScience duotangPossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents need to stay in their desk area |
| Stage 4: Reflection |

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| Subject/Grade:     Grade Three Religion    Lesson Title: What does Catholic mean30 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 CatholicI can explain how Catholics are alikeI 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:BrainstormingDiscussionGroup 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 boardAsk students what word come to mind when they hear CatholicMake a collage/word wall on the boardEncourage little repeating of wordsTry to get one answer from every studentOnly ask students with hands up sitting quietlyLength of Time: 10-15 minutesDevelopment:  Ask questions such asWhat binds us as CatholicsHow are we alike?/What are our beliefs? Are all Catholics the same?How are we different?Hand out religion textbooksRead pages 4 and 5 if time for bothPause frequently to discuss meanings of certain words and or paragraphsLength of Time:  15-20 MinutesClosure:   Put textbooks away in deskGet students ready for recessLength of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersReligion TextbookPossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents need to stay in their desk area |
| Stage 4: Reflection |

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| Subject/Grade:     Grade Three Religion    Lesson Title: What does Catholic mean30 Minutes             Teacher: Paul |
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| Key Understandings: (‘I Can’ statements)I can define the word CatholicI can explain how Catholics are alikeI 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:BrainstormingDiscussionGroup Reading |
| Stage 2: Determine Evidence for Assessing Learning |
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| Stage 3: Build Learning Plan |
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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